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ABSTRACT

This Model Book contains information for developing a Cooperative Education Program at Santa Fe Community College (Florida). The sections of the book are as follows: Foreword; Background Information; Introduction; Administrative Structure; What Is the Cooperative Education Program; Standards Governing Program Approval; How to Apply for the Cooperative Education Program; Advantages to the Community; Opportunities Open to Cooperative Education Students; What Hours Do Student Work?; Cooperative Education vs. Work Experience; Alternating Approaches for the Cooperative Education Program; Variance of Activities by Selected Groupings in the Cooperative Education Program; Flow Charts; Surveys; Visitations; Advisory Committee; Director's Duties and Responsibilities; Criteria for Selection of Students into the Cooperative Education Program; School/Work Patterns; Information for Employers; Establishing Training Stations; Types of Employers and Types of Jobs; Admission Requirements; Course Description Seminar; Course Syllabus Seminar; Course Description Work Assignment; Course Syllabus Work Assignment; Job Manual; and Materials and Forms for the Cooperative Education Program. Other subjects discussed concern program objectives; distinctive features of the program; special services for the student; advantages to the student, employer, and college; length of program; evaluation; and the cooperative education major. (DB)

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MODEL BOOK
FOR THE COOPERATIVE EDUCATION PROGRAM
AT
SANTA FE COMMUNITY COLLEGE

ANGELO V. ABBOTT
DIRECTOR, COOPERATIVE EDUCATION AND PLACEMENT

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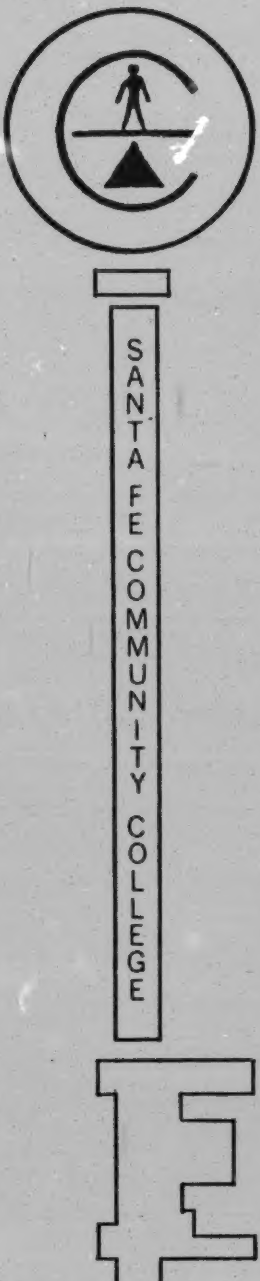
SANTA FE COMMUNITY COLLEGE

THE
COOPERATIVE EDUCATION
PROGRAM

YOUR
KEY
TO
EDUCATIONAL
SUCCESS

GAINESVILLE, FLORIDA

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AVA

FOREWORD

The material in this Model Book was carefully prepared with the thought of helping Santa Fe Community College develop one of the outstanding Cooperative Education Programs in two-year institutions in the Southeast.

It may interest you to know that the Southeastern Center for Cooperative Education at the University of South Florida has requested the use of this book, as a textbook, for training sessions for directors and coordinators of Cooperative Education Programs of both two and four-year institutions.

Your response with suggestions on how this book may be improved is solicited. I feel that all of us who are involved in Co-Op need to work together in order to give Cooperative Education its rightful place in the total educational picture.

Reproduction of any of this material should have prior approval of the writer, and may be obtained by letter addressed to:

ANGELO V. ABBOTT, DIRECTOR
Cooperative Education & Placement
Santa Fe Community College
Gainesville, Florida

BACKGROUND INFORMATION

Santa Fe Community College is a comprehensive, multi-campus institution located in north central Florida with a student body of approximately 5,500. The College serves a predominately rural six-county area including Alachua and Bradford Counties. Most of the counties are located in the Second Congressional District of Florida. The District is described as having the highest percentage of poverty and illiteracy of the fifteen Congressional Districts in the State. With a national average illiteracy rate of 3.6 percent, Florida experiences an average of 5.9 percent. The average for Alachua County is 8 percent. The Congressional District average is 15 percent. Bradford County experiences the lowest matriculation rate of high school students to college in all of Florida. Alachua and Bradford County, respectively, show a 31 percent and 71 percent rural population. Gainesville is the only metropolitan area within the predominantly rural six-county area (Gilchrist, Levy, Dixie, Union, Alachua, and Bradford). Gainesville's population is approximately 75,000. Twenty-one percent of Alachua County's population is black. The College's student body is approximately 15 percent black and is one of the few colleges in the state with a racial balance approaching that of its community population.

The Office of Student Financial Aid at the College has been described by USOE as a model office. Sixty-eight percent of the students who are receiving student financial aid are black; 23 percent of the total student body receives some form of student financial aid. No eligible student who has applied for funds at the institution has ever been turned away because of the lack of funds.

Santa Fe Community College has an open door admissions policy and seeks to afford each student an opportunity to be educated to his maximum capacity.

This concept is adequately reflected by a policy which permits any student who is at least nineteen years of age and who has not been enrolled in a secondary school for the previous calendar year to enroll at the College. This policy allows a greater number of underprivileged students and high school dropouts another opportunity to attend an institution of higher learning. The College serves as the Area Vocational-Technical Center and provides adult education and community enrichment programs.

INTRODUCTION

The Cooperative Education Program is designed for the student who wishes to be placed in a real occupational situation and trained in the responsibilities and attitudes required on actual jobs existing in the field of his career interests and potentialities.

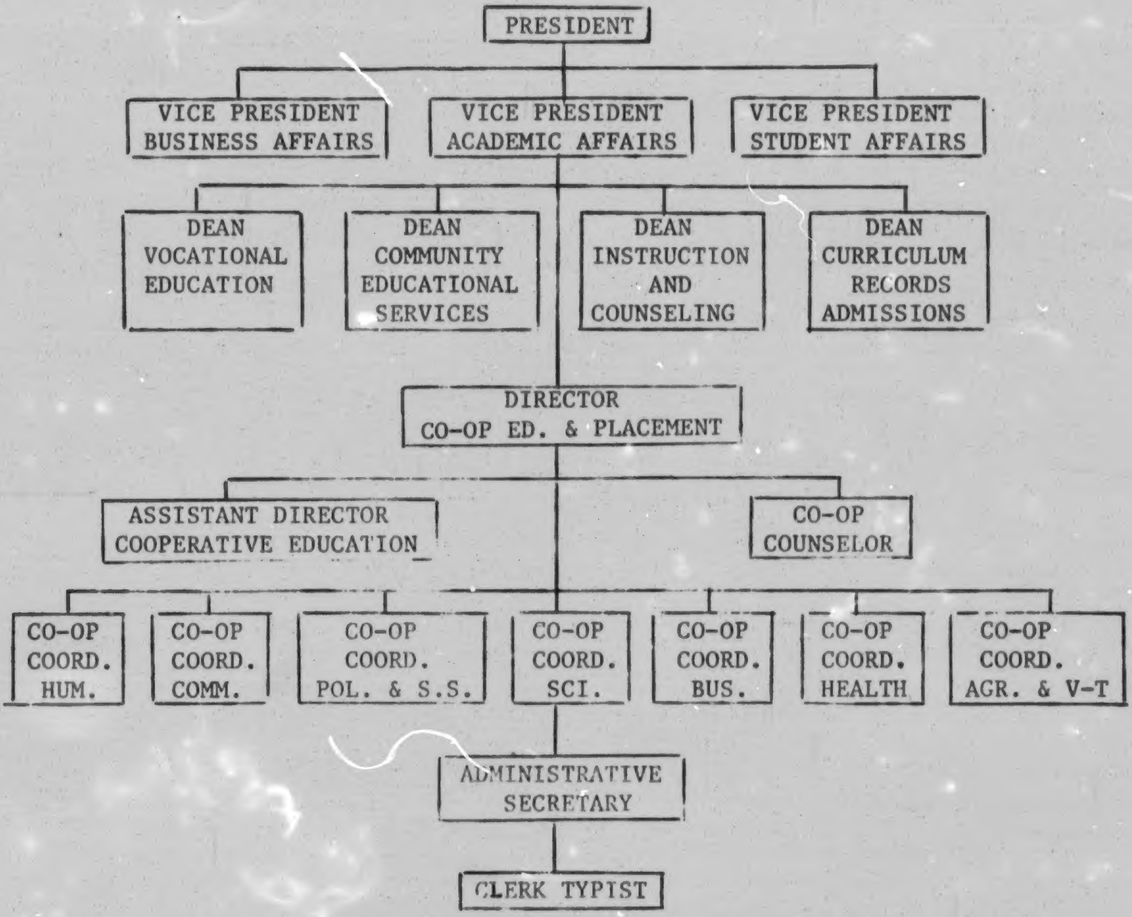
The student's work experience is directly related to his formal college coursework. Instruction at the college and on the job are correlated to provide the student the knowledge, skills, and attitudes needed to reach his career objective. The student applies classroom theory to actual job situations. In the classroom and in private conference with his Instructor/Supervisor, the student discusses problems encountered on the job and is given assistance in solving those problems.

The training route on the job is planned by the student, the training station (employer) sponsor, and the Director and/or Instructor/Supervisor. The student's rotation plan might vary considerably from another student-trainee's because of differences in individual ability and interest. The student is paid the prevailing rate for the work he does.

COOPERATIVE EDUCATION PROGRAM

ADMINISTRATIVE STRUCTURE

The following administrative structure will show a centralized Cooperative Education office located under the Vice President for Academic Affairs. The office is staffed with a director and necessary support personnel. In each department, a person will be designated as a Coordinator or Supervisor to coordinate Co-Op activities. This arrangement has the advantage of a centralized contact office for coordinating of student interviews and keeping all records of students working as Co-Ops. It involves each department in the actual job development, supervision and evaluation of its Co-Ops.


PRESIDENT
VICE PRESIDENT BUSINESS AFFAIRS
VICE PRESIDENT ACADEMIC AFFAIRS
VICE PRESIDENT STUDENT AFFAIRS
DEAN VOCATIONAL EDUCATION
DEAN COMMUNITY EDUCATIONAL SERVICES
DEAN INSTRUCTION AND COUNSELING
DEAN CURRICULUM RECORDS ADMISSIONS
DIRECTOR CO-OP ED. & PLACEMENT
ASSISTANT DIRECTOR COOPERATIVE EDUCATION
CO-OP COUNSELOR
CO-OP COORD. HUM.
CO-OP COORD. COMM.
CO-OP COORD. POL. & S.S.
CO-OP COORD. SCI.
CO-OP COORD. BUS.
CO-OP COORD. HEALTH
CO-OP COORD. AGR. & V-T
ADMINISTRATIVE SECRETARY
CLERK TYPIST

WHAT IS THE COOPERATIVE EDUCATION PROGRAM?

The Cooperative Education Program is an area of education concerned with a specific as well as comprehensive training in the particular field of a student's academic/career interests and potentialities. The program of classroom instruction is combined with planned academic/career goals (in approved training positions).

"Education" is defined in the American Heritage Dictionary of The English Language as:

"..1. The art or process of imparting knowledge or skill; systematic instruction; teaching.
"..2. The obtaining of knowledge or skill through such a process; schooling.
"..3. a. The knowledge or skill obtained or developed by such a process; learning.
    b. A program of instruction of a specified kind or level.
"..4. The field of study that is concerned with teaching and learning; the theory of teaching; --."

"Cooperative" defines the atmosphere and arrangements that exist between Santa Fe Community College and the many employers - merchants, businesses, manufacturers, research laboratories, Federal, State, and local institutions, and other organizations - who provide actual work experiences for students.

Cooperative Education, then, is an educational pattern available to both men and women, within which the student has an opportunity to apply his classroom knowledge in actual work experiences which are tailored to parallel his academic growth.

It is a two-way cooperation. Santa Fe Community College recognizes the employer's point of view - the profit motive, the need to keep a position filled and get a job done, and the need for efficient, effective employees. Similarly the employer recognizes the College's point of view - the need to translate theory into practice and to coordinate the development of both. The arrangement is mutually advantageous.

The Cooperative Education Program at Santa Fe Community College is a unique on to three year plan by which the student may obtain a two-year academic education and at the same time gain roughly one to three years of vitally needed practical experience in his chosen career field.

OBJECTIVES OF THE COOPERATIVE EDUCATION PROGRAM

PRIMARY: (1) To offer a college-wide comprehensive program in Cooperative Education that will be directed toward all segments within the student population, including low-income, disadvantaged, drop-outs, women, veterans, adults, and the disabled.

(2) Academic disciplines to receive initial focus include: Communications; Political and Social Science; Humanities and the Sciences. Attention will also be given to Business, Health Related; Agriculture and some Vocational-Technical areas.

SECONDARY: (1) To provide career employment for all students. (2) To provide post-secondary educational opportunity to all secondary school drop-outs and graduates through a work-study option academic program. (3) To expand Cooperative Education opportunities in the non-vocational sectors of the prospective students in the area. (5) To implement a curriculum that is relevant to the world of work which each Santa Fe student will ultimately face. (6) To provide a two-track curriculum which provides the student with a terminal career program or a transfer program. (7) To expand educational vehicles which will allow each student to realize his maximum capability.

STANDARDS GOVERNINC PROGRAM APPROVAL

1. The Cooperative Education Program has the endorsement of the Division of Community Junior Colleges - State Department of Education; the State Junior College Council; and the local District Board of Trustees.
2. The Cooperative Education Program has the endorsement of an active Advisory Committee.
3. The Cooperative Education Program coordinators and instructors have been carefully selected for their expertise in subject matter, for their sincere desire to teach and work with students, and for their loyal dedication to the furtherance of higher education.
4. There is a scheduled Cooperative Education Seminar (a required course for all Cooperative Education students).
5. The Cooperative Education Program meets the standards governing approvals, as set forth in the Florida State Plan for Cooperative Education.

REQUIREMENTS FOR ADMISSION TO THE COOPERATIVE EDUCATION PROGRAM

Admission is open to all students who are eligible for admission to the credit programs of the college. This includes: (1) Students who have a high school diploma; (2) Students who are eligible for early admission to the college; and (3) All others who are 19 years of age or over who demonstrate sufficient interest and ability to complete the program.

IS THE COOPERATIVE EDUCATION PROGRAM NEW?

Cooperative Education was initiated by Herman Schneider at the University of Cincinnati in 1906. Schneider observed that many facets of education could not be taught in the classroom; consequently, he devised the Co-Op plan to expand and enrich his students' classroom learning.

In 1906, Cooperative Education involved only a few students and was confined to one university. Today, however, thousands of students and more than three hundred colleges and university campuses throughout the United States and many foreign countries participate in a variety of kinds of "co-op" programs.

In Florida, "Co-Op" began in the College of Engineering at the University of Florida in 1936. It was not until approximately ten years ago, however, that "Co-Op" began to flourish in the state. Presently, six of the nine state universities offer Cooperative Education to all students. Three have programs in a limited number of disciplines. Sixteen Community Colleges have on-going programs with several others in the planning stages. Interest in Cooperative Education among students, schools, and employers continues to develop at a rapid pace. It is projected that a Cooperative Education program will be in existence at every college or university in Florida, within the next few years.

HOW TO APPLY FOR THE COOPERATIVE EDUCATION PROGRAM

1. Students must make application for admission to Santa Fe Community College through the office of Records and Admissions located at the Northwest Campus.
2. Students must make application for admission to the Cooperative Education Program through the office of the Director of Cooperative Education.

DISTINCTIVE FEATURES OF THE COOPERATIVE EDUCATION PROGRAM

1. Opportunity to earn a wage while learning an occupation. The student has the advantage of defraying some of his college expenses under this plan. While at the same time he is gaining valuable experience toward his academic/career goal.
2. Close working relations with faculty coordinators and instructors who are interested in offering their own academic and career experience to the student's understanding of the relationship between college classwork and the problems of modern society.
3. A sincere attempt to offer the student the chance to develop practical and meaningful academic and career goal concepts.
4. Classroom enrichment by participation in a service and social club program.

SPECIAL SERVICES FOR COOPERATIVE EDUCATION STUDENTS

1. Career Counseling
2. Occupational Information
3. Aptitude Testing
4. Job Placement
5. Follow-Up

ADVANTAGES FOR THE STUDENT

1. Adding work to the study program develops confidence, maturity, responsibility, and skill in human relations.
2. While still in college, students may insure greater career satisfaction by sampling fields before making a commitment.
3. In the non-academic world, the student has available specialized facilities by sampling fields before making a commitment.
4. By graduation, the student may have more than a year of professional experience.
5. Provides useful employment contacts.
6. Opens doors for the disadvantaged.
7. The student earns part of the cost of his education.
8. The experience gained by the student should command a higher salary upon graduation and develop the potential to advance rapidly.

ADVANTAGES FOR THE EMPLOYER

1. A year round flow of qualified talent provides an opportunity to test and select persons with needed abilities.

2. Communication and mutual understanding between the college and the community is generated.
3. Promising students are directed with an eye toward potential permanent employment after graduation.
4. Regular professional personnnel are freed for more creative work.
5. The professional staff is motivated toward continuous learning in order to keep up with student questions.
6. Highly qualified faculty, facilities, and equipment are available to meet the employer's training needs.
7. The small firm benefits .... by having available a complete business training program which would be otherwise prohibitive in cost.
8. The large firm benefits .... by using the Cooperative Education Program as a supplement to its own planned business training activities.

ADVANTAGES TO THE COMMUNITY

1. The college becomes a more valuable asset to the community as programs are modified to meet the needs of business, industry, and the professions.
2. Men and women of the community who might otherwise be financially unable to attend college are assisted through Cooperative Education.
3. Cooperative Education enhances community life by developing the intellectual stimulation needed for social and community responsibility.

ADVANTAGES TO THE COLLEGE

1. Rapport with the community at large is strengthened.
2. As the program develops, the teaching faculty can maintain a closer realtionship with business, industry, and the professions.
3. The plan provides laboratory equipment not available in the college.
4. Eases the problem of placing graduates.

LENGTH OF PROGRAM

The Cooperative Education Program is a two-year program leading to an Associate Degree. Since flexibility is the key in the Cooperative Education Program, students will be given every opportunity to meet all the requirements for satisfying the degree requirements.

MAY MEN AND WOMEN REGISTER?

Yes. For those persons who are already secure in their career fields, the Cooperative Education Program affords them the advantage of continuing their education by taking additional academic/career courses for self-satisfaction and possible future promotions. Other persons will find the Cooperative Education Program advantageous in exploring new and exciting possible future careers.

WILL STUDENTS HAVE TIME OFF FOR VACATIONS?

Ordinarily, the student will have the same vacation days as other employees.

OPPORTUNITIES OPEN TO COOPERATIVE EDUCATION STUDENTS

Accounting
Data Processing
Television - Radio
Newspaper
Magazine
Auditor
Dispatcher
Legislative Assistant
Archaeologist Aide
Occupational Therapy Aide
X-Ray Assistant
Supply Assistant
Aerospace Research Technician
Physics Lab Technician
Micro Biologist Assistant
Ward Attendant

Advertising
Purchasing
Research
Management
Marketing
Proof Reader
Talent Scout
Interpretive Historian
Social Worker
Counselor
Admitting Clerk
Wild Life Worker
Pollution Control Technician
Math Lab Assistant
Audio-Visual Aide
Customer Relations Worker

Insurance Law
Banking
Publishing
Quality Control
Librarian Assistant
Mail Clerk
Program Director
Shelter Worker Instructor
Case Aide
Teller
Optical Technician
Defense Research Tenchnician
Recreation Aide
Speech and Hearing Aide
Teacher Aide

Economics
Public Relations
Urban Renewal Aide
Planning Aide
Sales
Expediter
Buyer
Tour Guide
Psychiatric Aide
Pharmacy Assistant
Secretary
Analytical Technician
Communication Technician
Educational Assistant
Orderly

EVALUATION

1. The student will be evaluated through employers' reports, Coordinator's visits, and student reports concerning his academic/career objective.
2. Meetings will be held with the faculty (teaching, administrative, counseling) to provide input.
3. An advisory committee made up of local and area community leaders will assist with career advisement to keep the program realistic and related to present and future needs.
4. Student records will be continually evaluated for purposes of input and feedback.

WORKING DURING THE SUMMER TERM

The majority of students in the Cooperative Education Program will begin their training during the first summer after their Freshman year. This is, of course, if all the requirements for Cooperative Education have been fulfilled during the Freshman year. In a few cases, some students will probably be allowed to begin training during their Freshman year because of the particular academic/career goals involved.

WHAT HOURS DO STUDENTS WORK?

In order to complete the required work hours, a student should average a minimum of 15-20 hours per week for each of the training terms. Because of class loads, some students may be allowed more work hours. Students file work reports with the Coordinator.

WHAT IS THE COOPERATIVE EDUCATION SEMINAR?

The Seminar is a required course for all Cooperative Education students. It should be taken during the quarter immediately preceding the first Co-Op Work Assignment.

The course is designed to provide the Director and/or Instructor/Supervisor an opportunity to give career counseling and individual assistance. Special attention is given to the student for purposes of acquainting him with his responsibilities to the college and his employer, as well as occupational opportunities, career planning, and human relations.

DO ALL STUDENTS WORK IN GAINESVILLE?

No. Students who live within commuting distance of the college may work in their home community provided there is an approved training station available. Presently, the Cooperative Education Program will be working within their own district which includes the counties of Alachua and Bradford.

THE COOPERATIVE EDUCATION MAJOR

What does a young man or woman look for when trying to decide upon a career? Interesting work? Security? Top Income? Executive Position? Fast Advancement?

Whether your goals are centered in the laboratory, the world of business or industry, one of the fields of communication, or an exciting and challenging area of technology, you will find "new horizons" through the Cooperative Education Program at Santa Fe Community College.

FOR FURTHER INFORMATION - CONTACT

SANTA FE COMMUNITY COLLEGE
OFFICE OF COOPERATIVE EDUCATION & PLACEMENT
GAINESVILLE, FLORIDA 32601
TELEPHONE: (904) 378-5311 Ext. 34

or

SANTA FE COMMUNITY COLLEGE
OFFICE OF RECORDS AND ADMISSIONS
3000 N.W. 83rd STREET
GAINESVILLE, FLORIDA 32601
TELEPHONE: (904) 373-5161 Ext. 265

COOPERATIVE EDUCATION VS. WORK EXPERIENCE

Cooperative Education features a practical arrangement by which each student is placed in a real occupational situation and trained in the responsibilities and attitudes required on actual jobs existing in the field of his career interests and potentialities. Through carefully planned interrelation of learning experiences in the classroom and on the job, the student's career training proceeds in harmony with prevailing practices in the particular field.

Work experience programs have been in operation in many of the secondary schools and junior colleges for a number of years. They are local in nature, and usually evolve from a simple and informal beginning. They serve a definite purpose in each community where they are operated, even though that purpose may not be the same from community to community. Because of this difference in objectives, the term "work experience" does not mean the same to all people. To one it is a means of furnishing an opportunity for the student to earn enough money to complete his secondary or post-secondary education; to another, it is the means by which a few are assigned to short periods of employment in the community.

A "cooperative education" program, on the other hand, means the same to all people because the objectives are the same for every community. The following salient feature of work experience and cooperative education make possible a comparison of the two types of programs.

The Student

In the Work Experience Program	In the Cooperative Education Program
1) Is hired as a producing worker.	1) Is hired as a learning worker.
2) Learns only the "how-to-do-it" aspects of his job.	2) Learns also the "why-it-is-done" aspects of his work.
3) Is not always able to understand the relationship of his work experience to his classroom activity.	3) Engages in classroom activities which are integrated with his on-the-job experiences.
4) Does not always rotate from job to job within the organization.	4) Follows a planned rotation schedule (training plan) during the length of the program.
5) Does not receive the benefits of a training plan.	5) Receives the benefits of a training plan.
6) May or may not be suited to the occupation.	6) Is matched to the job by an occupationally experienced instructor/coordinator.
7) Receives little assistance in matters of personal development and social adjustment.	7) Receives immediate attention of the instructor/coordinator in matters pertaining to personal development.
8) Receives little information or inspiration to take additional or specialized training.	8) Is given an insight into his need and abilities for taking additional or specialized training.
9) Is tempted to drop out of school and to accept a full-time position.	9) Is encouraged to remain in school and increase his vocational competency.
10) May work under conditions which may deteriorate.	10) Will work in an establishment which is continuously approved by the instructor/coordinator.
11) May attempt to maintain a school schedule and a work schedule which are injurious to his health.	11) Follows a reduced schedule of school activities and a supervised job schedule which are not permitted to have an adverse effect on him.

The Educational Institution

Which Operates a Work Experience Program	Which Operates a Cooperative Education Program
1) Has little or no opportunity to integrate classroom activities with the work experiences of the student.	1) By means of the training plan, is able to integrate the classroom activities of each student with his on-the-job experiences.
2) Has no opportunity to assist the student in matters of social adjustment.	2) Is prepared, when the need arises, to assist the student to make necessary social adjustments.
3) Loses an opportunity to maintain the contacts with the student which are so important for later adult education.	3) Gains an opportunity to develop an interest in college and adult education.
4) Ordinarily does not give credit for unsupervised work experience.	4) Can give credit for work experienc part of which is acceptable for college entrance.
5) Is comparatively helpless in relation to adverse publicity in connection with this type of program.	5) Prevents the rise of adverse publicity through frequent visits by the instructor/coordinator.
6) Must make arrangements with each employer.	6) Has the advantage of the services of an advisory committee.

The Employer

Who Participates in a Work Experience Program	Who Participates in a Cooperative Education Program
1) Obtains a raw recruit who wants to earn money.	1) Obtains an oriented student who wants to learn to work.
2) Must train the worker.	2) Receives the assistance of the school and the instructor/coordinator in training the student.
3) Does not feel obligated to train the student.	3) Participates in the planning which results in better training of the student.
4) Is deprived of the benefit of new training methods.	4) Receives the advantage of learning about new training techniques from the instructor/coordinator.
5) Can hire or fire the student at will.	5) Confers with instructor/coordinato relative to student's work or behavior.

6) Is not always able to judge the capabilities of the student.	6) Receives the benefit of guidance and testing techniques which bring to light the abilities of the student.
7) Does not always have a continuing relationship with the school after the job is filled.	7) Has a continuous relationship with the school through an organized program.

Acceptance of cooperative education by the students is indicated in two ways: their employment record and advancement in the establishments where they began as student-learners, and their attendance at colleges and universities to receive additional training in specialized fields.

ALTERNATIVE APPROACHES FOR THE COOPERATIVE EDUCATION PROGRAM

Several approaches should be studied in setting up the Cooperative Education Program. There is no "right" way to operate a successful program. Factors which will have a definite effect on the type of program offered are: (1) size of student body; (2) geographic location; (3) type and number of disciplines; (4) student interest; (5) educational philosophy of the college; (6) financial resources; and (7) others.

(1) The size of the student body is a significant factor. School and work patterns will often differ in a small school, and since the size of classes is already small, they usually cannot afford to alternate students. Having students off campus working would further reduce class sizes, as well as require that courses be offered more often.

(2) The geographic location is a strong factor in development of the program. Basic to a parallel plan (attending school part-time and working part-time) is an adequate number of employers within commuting distance of the college. The geographic location also affects the travel budget and the number of personnel required to operate the program.

(3) The type and number of disciplines usually determines the time and effort required for placement of students in the program. More time and effort will be required for the liberal arts area, whereas the technical and/or professional academic areas are relatively less difficult for student placement. Some disciplines will find it easier to avoid credit for Co-Op experience.

(4) Student interest will usually vary from year to year for the Co-Op program, as well as extreme variations concerning student interests. Student recruitment and selective procedures therefore, will vary and must be taken into account when planning.

(5) The effect of the educational philosophy of the institution may be evident in the types of assignments appointed for students, the type of students selected for Co-Op, etc.

(6) Financial resources may have the most dramatic effect on the program. Obviously, without funds the program will not be able to operate and within certain bounds the positive effects of the program are directly proportional to its financial resources.

(7) There are other factors which will influence the final decision as to the type of Co-Op program to be implemented. The factors mentioned above will serve to stimulate thinking as to the kind of questions which must be answered before starting the Cooperative Education Program.

VARIANCE OF ACTIVITIES BY SELECTED GROUPINGS IN THE COOPERATIVE EDUCATION PROGRAM

The activities listed below by selected groupings include those areas of concern that must have attention when developing and organizing a Cooperative Education Program.

ADVISORY COMMITTEE

Composition - Meetings - Duties and Responsibilities - Public Relations

TRAINING STATIONS

Wages, Hours, Interviews, Visitations - Programs of Training - Job Supervisors - Conferences - Evaluation - Follow Up

CURRICULUM DEVELOPMENT

Courses (General, Supportive, Specialized) - Present Offerings - Training (Internships) - Transfer of Credits - Models - Seminars

DIVISIONAL/DEPARTMENTAL COMMITTEES

Programs - Courses - Requirements - Faculty Involvement - Qualifications of Instructors - Equipment, Materials, Supplies - Evaluation - Follow Up

COMMUNITY DEVELOPMENT

Surveys, Questionnaires, Needs Study - Orientation, Research, Development, Chambers of Commerce - Retail Associations - Industry - Governmental Agencies - Social and Civic Agencies - Financial Institutions - Secondary Schools, Four-year Colleges, Universities - News Release - Advertising - Promotion

STATE DEPARTMENT

Funding - Necessary Reports, Records, Forms - Consultants - Resource Personnel - Annual Report - Evaluation - Follow Up

AUXILIARY SERVICES

Counseling and Testing Services - Financial Aid - Housing - Records and Admissions - Advising (Curriculum, Course Schedules) - Library

PUBLIC RELATIONS

The Administrative Family - Faculty Members - Students - Employers (including Top Management, Personnel-Training, and the Supervisory Level) - Guidance Personnel - General Public

FLOW CHARTS

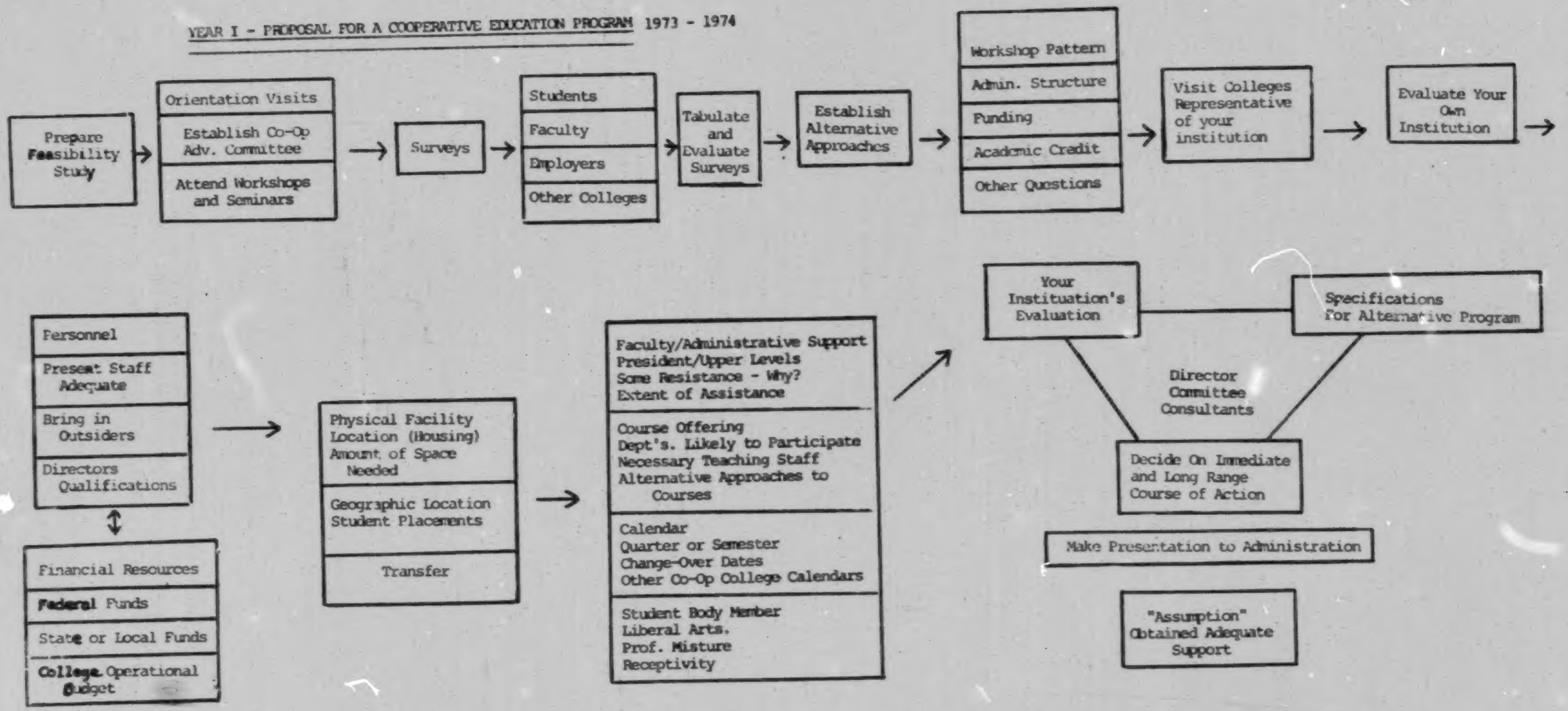
The flow charts listed on the following pages indicate activities and dates relevant to the development, implementation, and evaluation of a Cooperative Education Program.

The pages immediately following the Flow Charts titled "Sequence of Planned Activities" and the "Overview of Planned Activities" present a monthly breakdown of duties and responsibilities of the Cooperative Education staff.

SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

FLOW CHART

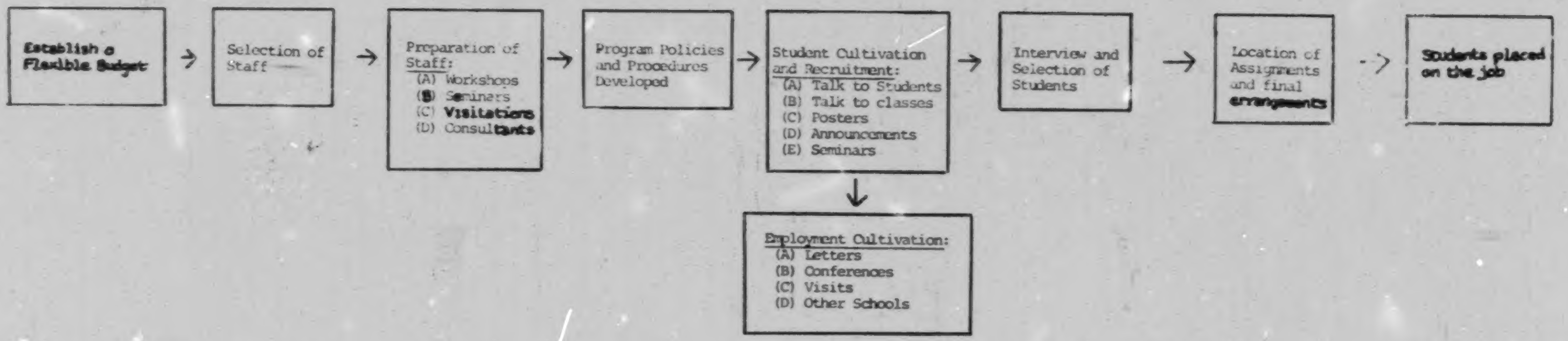
YEAR I - PROPOSAL FOR A COOPERATIVE EDUCATION PROGRAM 1973 - 1974


Prepare Feasibility Study
Orientation Visits
Establish Co-Op Adv. Committee
Attend Workshops and Seminars
Surveys
Students
Faculty
Employers
Other Colleges
Tabulate and Evaluate Surveys
Establish Alternative Approaches
Workshop Pattern
Admin. Structure
Funding
Academic Credit
Other Questions
Visit Colleges Representative of your institution
Evaluate Your Own Institution
Personnel
Present Staff Adequate
Bring in Outsiders
Directors Qualifications
Financial Resources
Federal Funds
State or Local Funds
College Operational Budget
Physical Facility
Location (Housing)
Amount of Space Needed
Geographic Location
Student Placements
Transfer
Faculty/Administrative Support
President/Upper Levels
Some Resistance - Why?
Extent of Assistance
Course Offering
Dept's. Likely to Participate
Necessary Teaching Staff
Alternative Approaches to Courses
Calendar
Quarter or Semester
Change-Over Dates
Other Co-Op College Calendars
Student Body Member
Liberal Arts.
Prof. Misture
Receptivity
Your Instituation's Evaluation
Specifications for Alternative Program
Director
Committee
Consultants
Decide On Immediate and Long Range Course of Action
Make Presentation to Administration
"Assumption" Obtained Adequate Support

SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

FLOW CHART

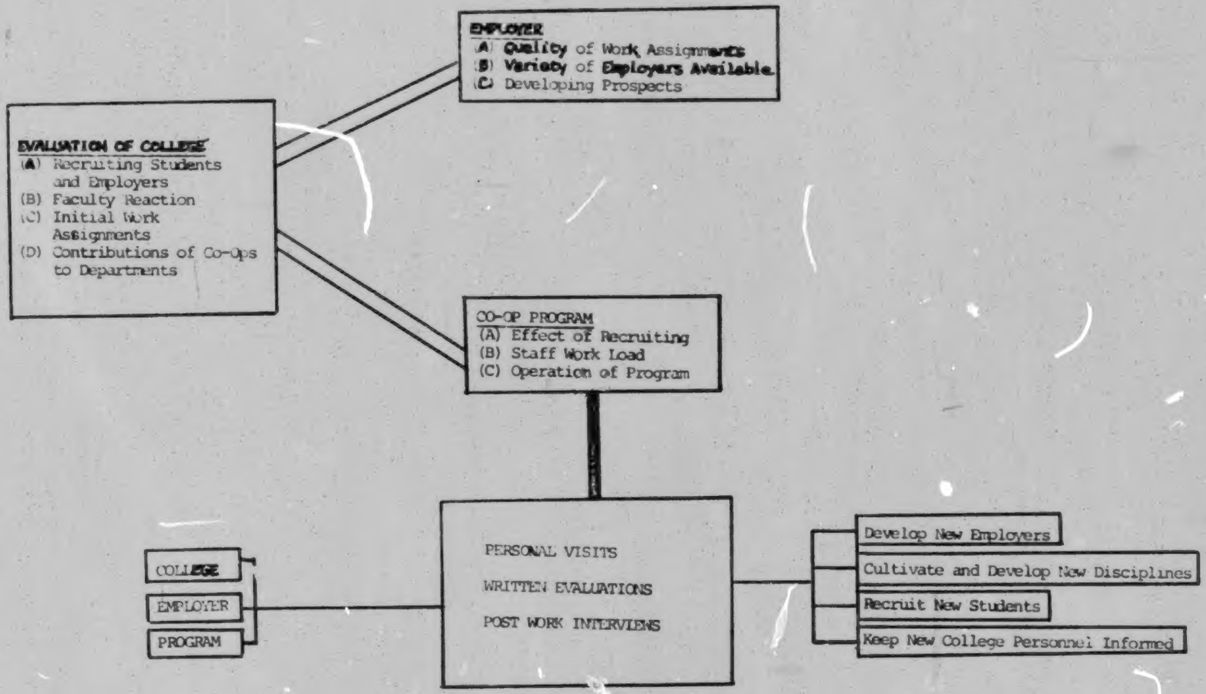
YEAR II - IMPLEMENTATION OF THE PROPOSED COOPERATIVE EDUCATION PROGRAM 1974 - 1975


Establish a Flexible Budget
Selection of Staff
Preparation of Staff:
(A) Workshops
(B) Seminars
(C) Visitations
(D) Consultants
Program Policies and Procedures Developed
Student Cultivation and Recruitment:
(A) Talk to Students
(B) Talk to classes
(C) Posters
(D) Announcements
(E) Seminars
Employment Cultivation:
(A) Letters
(B) Conferences
(C) Visits
(D) Other Schools
Interview and Selection of Students
Location of Assignments and final arrangements
Students placed on the job

SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

FLOW CHART

YEAR III - EVALUATION, RESTRUCTURE OF THE PROPOSED COOPERATIVE EDUCATION PROGRAM 1975 - 1976


EVALUATION OF COLLEGE
(A) Recruiting Students and Employers
(B) Faculty Reaction
(C) Initial Work Assignments
(D) Contributions of Co-Ops to Departments
EMPLOYER
(A) Quality of Work Assignments
(B) Variety of Employers Available
(C) Developing Prospects
CO-OP PROGRAM
(A) Effect of Recruiting
(B) Staff Work Load
(C) Operation of Program
PERSONAL VISITS
WRITTEN EVALUATIONS
POST WORK INTERVIEWS
COLLEGE
EMPLOYER
PROGRAM
Develop New Employers
Cultivate and Develop New Disciplines
Recruit New Students
Keep New College Personnel Informed

SEQUENCE OF PLANNED ACTIVITIES FOR THE COOPERATIVE EDUCATION PROGRAM

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE - JULY - AUGUST	SEPTEMBER
General Plan for Co-Op Educ. Program	Deter. high school Enrollments in the college district	Org. Adv. Comm.	Rough Draft Brochures & Flyers	Training Station Devel. - stations, training plans, job superv., etc.	Student Recruitment	**IMPLEMENTATION -** Students placed on the job in approved training stations
Planning Activities	Prepare a list of high school coun. in the college district	Adv. Comm. Meeting	News Releases, Survey Results, curriculum, etc.	Coop Articulation - Career ladder or feeder concept - high schools - SFCC - Colleges and universities	Curriculum Development	Coordination activities
Dev. Objectives	Prepare a list of business, industry gov't. agencies, groups & org. within the college district	Meetings with faculty	Curriculum Plan.	Curr. Develop.	Training Station Development	
Drawing up Surveys	Prepare final drafts of surveys, type masters, distribute to: SFCC students, High School students, Opinion Survey to Prospective Training Stations	Visitations with prospective employers	Student Contacts, Prelim. Recuit.	Student Recruit.	Student Interviews	
Dev. Forms for Info. System	Collect & Tab. Data from Surveys	Meetings with Coord. & Directors	Stud. Devel. for team visits to high schools		Advisory Comm. Meeting	
Gen. Orientation to Communities and Counties	Prepare final results of Surveys					
Various contacts in communities and counties - bus., ind., gov't agencies social & civic groups and org., high schools, colleges and universities	Develop Slide Pres.					
News Release - new Director	Meetings with Adm. & Bd. of Trustees					
Begin developing Gen. Info. Brochure for Co-Op Program	News Release on Coop Educ. Program					
Hire Secretary						
Secure Office Space						
Purchase supplies and materials						

OVERVIEW OF PLANNED ACTIVITIES FOR THE COOPERATIVE EDUCATION PROGRAM -- SFCC

MONTH	PLANNED ACTIVITIES
November, 1973	Director reports - orientation - communities and counties within college district visited - visitation with other colleges having Cooperative Education Programs.
December, 1973	Planning period - orientation - visitations by director
January, 1974	Developing aims of program and details of operations - Brochures
February, 1974	Surveys - Meetings with Administration, Board of Trustees, informing "publics" about Cooperative Education Program
March, 1974	Organize Advisory Committee - Meetings with Coordinators and Directors, Faculty - Recruiting of cooperative employers
April, 1974	News Releases, Brochures, Flyers - Student Contacts - Curriculum Planning - Visitations to high schools
May, 1974	Recruitment and sign-up of students - Development of Training stations, Training Plans, Job Supervisors - Feeder System/ Career Ladder Concept
June, 1974	Student Interviews - Advisory Committee Meeting
July, 1974	Student Interviews Completed
August, 1974	Training Stations, Agreements, Plans completed
September, 1974	Implementation - Students placed on the job in approved training stations receiving supervised training - Coordination Activities

COOPERATIVE EDUCATION PROGRAM

SURVEYS

Surveys that have been carefully written, distributed, and tabulated are necessary and extremely valuable tools in the planning and implementation of decisions to be made.

Caution should be taken to insure that a highly favorable response not become the sole factor in the proposal study, or in the formulation of a definite plan of action.

Surveys should be brief. No attempt should be made to answer all questions in one survey. Their purpose is to provide data, not to make decisions.

Surveys that have been prepared to provide data for the Cooperative Education Program at Santa Fe Community College include: (1) College Student Survey; (2) High School Student Survey; (3) Faculty and Staff Survey; and (4) Employer Survey.

1. COLLEGE STUDENT SURVEY
   This survey is sent or delivered to all students on campus. It is important that a large response be obtained. Also, students who complete the survey should have a thorough understanding of what the survey is all about. A cover information sheet is attached for this purpose.

2. HIGH SCHOOL STUDENT SURVEY
   This survey is sent or delivered to all Freshman, Sophomore, Junior, and Senior high school students in the SFCC district. A cover information sheet is attached to the survey explaining its purpose.

3. FACULTY AND STAFF SURVEY
   This survey is used to inform the faculty and staff as well as gather pertinent data. Requirements for this survey are about the same as the ones for the students. A cover information sheet explaining the program is attached to the survey.

4. EMPLOYER SURVEY
   The employer Survey is used in order to know the degree of interest on the part of employers in the SFCC district. The survey informs prospective employers of our plans for the Cooperative Education Program, and in return, we can tabulate pertinent data concerning their interest. CAUTION: A positive response on the survey does not always reflect the actual degree of participation to be expected from employers.

SANTA FE COMMUNITY COLLEGE

GAINESVILLE, FLORIDA 32601

COOPERATIVE EDUCATION SURVEY

To be completed by: All present Santa Fe Community College Students, including Part-Time, Adult and Continuing Education, and Community Service Evening Division.

Administration: Faculty and Program Coordinators and Directors

INTRODUCTION: The purpose of this questionnaire is to gather information and opinions from all present Santa Fe Community College students to use in planning the proposed Cooperative Education Program. You can help by filling in the survey as completely as possible. The results are to be used for our purposes, and will not be identified in any published reports. The results will be used only to determine the needs of the program.

FOR YOUR INFORMATION: The Cooperative Education Program being planned at Santa Fe Community College is designed for the student who wishes to be placed in a real occupational situation and trained in the responsibilities and attitudes required on actual jobs existing in the field of his academic/career interests and potentialities.

The student's work experience would be directly related to his formal college coursework. Instruction at the college and on the job would be correlated to provide the student the knowledge, skills, and attitudes to reach his academic/career objective. In this program, the student would apply classroom theory to actual job situations. In the classroom and in private conference with his coordinator/instructor, the student would have an opportunity to discuss problems encountered on the job and be given assistance in solving those problems.

The training route on the job would be planned by the student, the training station (employer) sponsor, and the coordinator. The student's rotation plan might vary considerably from another student-trainee because of differences in individual ability and interest. The student enrolled this program would be paid the prevailing rate for the work he does.

The primary objective is to offer a college-wide comprehensive program in Cooperative Education that will be directed toward all segments within the student population, including low-income, disadvantaged, drop-outs, women, veterans, and the disabled.

Academic disciplines to receive initial focus include Communications, Political and Social Science, Humanities and the Sciences, and Business and some Health-related fields.

RESPONDENT MAY RETAIN PAGE 1

QUESTIONS TO BE ANSWERED:

1. Are you presently classified as a ____ full-time student; ____ part-time student; ____ adult student; ____ non-credit Community Service Evening College student. (Please check)

2. If the Cooperative Education Program were to be offered in the Fall Quarter of 1974, would you be interested in enrolling in the program?

3. Are you presently employed? ____ Yes ____ No (Please check)

4. If your answer to Number 3 above is Yes, please supply the following information.
Firm Name ____________________
Firm Address ____________________
Your Job Title ____________________
Some of Your Duties and Responsibilities ____________________
____

5. Would you be willing to work for this firm under the "Co-Op" plan?

6. (Optional) Please indicate hourly wage rate or monthly wage rate you are now earning in your present job. ____________________

7. What is your academic/career goal or objective? ____________________
____

8. Would you please give your name, address, and telephone number if you are interested in enrolling in the Cooperative Education Program next Fall. This information is not necessary if you are not interested in the proposed program.
NAME ____________________

ADDRESS ____________________

TELEPHONE NUMBER ____________________

What does a young man or woman look for when trying to decide upon a career? Interesting work? Security? Top Income? Executive Position? Fast Advancement?

Whether your goals are centered in the laboratory, the world of business or industry, one of the fields of communication, or an exciting and challenging area of technology, you owe it to yourself to investigate all the possibilities available to you through the Cooperative Education Program at Santa Fe Community College.

Please return this survey to the person who distributed it.

Thank you for your interest and cooperation.

FOR YOUR INFORMATION

The Cooperative Education Program being planned at Santa Fe Community College is designed for the student who wishes to be placed in a real occupational situation and trained in the responsibilities and attitudes required on actual jobs existing in the field of his academic/career interests and potentialities.

The student's work experience would be directly related to his formal college coursework. Instruction at the college and on the job would be correlated to provide the student the knowledge, skills, and attitudes to reach his academic/career objective. In this program, the student would apply classroom theory to actual job situations. In the classroom and in private conference with his coordinator/instructor, the student would have an opportunity to discuss problems encountered on the job and be given assistance in solving those problems.

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Academic disciplines to receive initial focus include Communications, Political and Social Science, Humanities and The Sciences, and Business and some Health-related fields.

RESPONDENT MAY RETAIN THIS PAGE

SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

HIGH SCHOOL STUDENT QUESTIONNAIRE

To be completed by: Freshmen, Sophomores, Juniors, Seniors

Administered through: Counseling Department

INTRODUCTION: The purpose of this questionnaire is an effort to substantiate preliminary reports on enrollment estimates, educational programs and curriculum, and to measure the attitude of those students who would in the next few years be of college age.

QUESTIONS TO BE ANSWERED:

1. What high school district do you attend? ____________________

2. In what county do you live? ____________________

3. What year are you in high school? (Check one)

   Freshman ____ Sophomore ____ Junior ____ Senior ____

4. What is your sex? Male ____ Female ____

5. In what type of high school program are you now enrolled? (Check one)

   A. ____College Preparatory
   B. ____Trade, Shop, or Technical
   C. ____Commercial-Business
   D. ____Agriculture
   E. ____General
   F. Other (Write in) ____________________

6. What is your approximate grade average for high school? (Check one)

   A ( ) B ( ) C ( ) D ( )

7. What do you tentatively plan to do after graduation? (Check one)

   A. ____Attend College
   B. ____Attend Business School
   C. ____Attend Trade or Technical School
   D. ____Attend Nursing School
   E. ____Enter Military Service
   F. ____Work on a job
   G. ____Work at home for parents
   H. ____ Become a housewife
   I. ____ Don't know
   J. Other (Write in) ____________________

8. In your opinion how do your parents feel about college or some other type of education for you after graduation?

A. ____ Insist I go

B. ____ Want me to go

C. ____ Up to me to make a decision

D. ____ Prefer that I not go

E. ____ Won't allow me to go on

F. Other (Write in) ____________________

9. Do your future plans include going on to any kind of school or college beyond high school?

A. ____ Definitely yes

B. ____ Probably yes

C. ____ Undecided

D. ____ Probably no

E. ____ Definitely no

10. What kind of school or college are you planning to attend beyond high school?

A. ____ A special business school, a school of nursing, a beauty school, or vocational-technical school.

B. ____ A state university such as the University of Florida.

C. ____ A private college or university in Florida such as Rollins, Eckerd, Stetson, etc.

D. ____ An out-of-state college or university

E. ____ None

F. ____ Other (Write in) ____________________

11. If you plan to transfer to a four-year college or university, what kind of program will you try to take in a junior college?

A. ____ Liberal Arts

B. ____ Engineering

C. ____ Teaching

D. ____ Pre-Law

E. ____ Pre-medical or dental

F. ____ Agriculture

G. ____ Home Economics

H. ____ Commerce, business

I. Other (Write in) ____________________

12. Look over the following list of career fields. If you could study in any of these fields in a junior college, what would be your first choice and second choice? (Put "1" for first choice and "2" for second choice. If none of these fields is of interest to you, check "None.")

A. ____Drafting and Blueprint Reading

B. ____Factory Management

C. ____Business Management

D. ____Dental Technican

E. ____Retailing and Merchandising

F. ____Bookkeeping and Accounting

G. ____Electronics, Radio and TV

H. ____Automobile Mechanics

I. ____Electric Wiring and Motors

J. ____Laboratory Technician

K. ____Salesmanship

L. ____Dietetics

M. ____Data Processing

N. ____Welding

O. ____Machine Shop

P. ____Advertising

Q. ____Commercial Art

R. ____Secretarial

S. ____Interior Decorating

T. ____Practical Nursing

U. ____None

13. If you checked "None" in Question 12 above, what type of career field would be most useful and valuable for you in after-graduation study?

____

____

14. Check the response below on your present attitude to Santa Fe Community College. (You may check more than one.)

15. A. ____I would go to Santa Fe Community College

B. ____I would attend Santa Fe Community College if I could not enroll in the college of my choice because of entrance requirements, lack of housing, etc.

C. ____I would go to Santa Fe Community College if I couldn't get full-time employment after graduation from high school.

D. ____I would like to go to Santa Fe Community College, as I feel I could get a part-time job while going to college.

E. ____I don't wish to go to Santa Fe Community College.

F. ____I am not interested in any schooling of any kind after graduation.

Please return this questionnaire to your Counselor.

Thank you for your cooperation.

SANTA FE COMMUNITY COLLEGE
POST OFFICE BOX 1530
3000 N.W. 83 STREET
GAINESVILLE, FLORIDA 32601

OFFICE OF ACADEMIC AFFAIRS

Dear Faculty or Staff Member:

We are currently planning to add to the curriculum at Santa Fe Community College a new program in Cooperative Education. We are hopeful that the program will be implemented during the fall quarter of 1974 (September). Would you please take a few minutes of your time to read the brief description contained in this letter concerning the program.

The Cooperative Education Program is designed for the student who wishes to be placed in a real occupational situation and trained in the responsibilities and attitudes required on actual jobs existing in the field of his academic/career interests and potentialities.

The student's work experience would be directly related to his formal college coursework. Instruction at the college and on the job would be correlated to provide the student the knowledge, skills, and attitudes to reach his academic/career objective. In this program, the student would apply classroom theory to actual job situations. In the classroom and in private conference with his coordinator/instructor, the student would have an opportunity to discuss problems encountered on the job and be given assistance in solving those problems.

The training route on the job would be planned by the student, the training station (employer) sponsor, and the coordinator. The student's rotation plan might vary considerably from another student-trainee because of differences in individual ability and interest. The student enrolled in this program would be paid the prevailing rate for the work he does.

With this brief description in mind concerning the Cooperative Education Program, would you please answer the few questions contained on the attached survey and return to the Cooperative Education office located at W-115 at the West Campus. Your cooperation is appreciated.

Sincerely,

Angelo V. Abbott

Angelo V. Abbott, Director
Cooperative Education & Placement

AVA:cg

Enclosure

SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

FACULTY AND STAFF SURVEY

INTRODUCTION: The purpose of this survey is to give us an indication of your interest in planning the Cooperative Education Program here at Santa Fe Community College. You can help by filling in the survey as completely as possible. The results are to be used only for our purposes, and you will not be identified in any published reports. The results will be used only to determine the needs of the program.

NAME (optional) ____

DEPARTMENT ____

1. My knowledge about Cooperative Education is:
   ____Extensive, ____Moderate, ____Limited, ____Non-existent

2. I would like to learn more about Cooperative Education.
   ____Yes ____No

3. I believe students in my area could benefit from participation in Cooperative Education.
   ____Very Much, ____Somewhat, ____Very Little, ____Not at All

4. I am in full support of the Cooperative Education Program.
   ____Yes ____No

   (if answer to No. 4 is Yes)

5. I am willing to:
   ____Recommend it to my students
   ____Recommend it to prospective employers with whom I am familiar
   ____Actively recruit employers (as time allows)
   ____Visit students on the job
   ____Serve on planning committee
   ____Other: ____

6. GENERAL COMMENTS YOU WISH TO MAKE:
   ____
   ____
   ____
   ____

Please return survey to my office located in W-115 at the West Campus.

Thank you for your interest and cooperation.

SANTA FE COMMUNITY COLLEGE
POST OFFICE BOX 1530
3000 N.W. 83 STREET
GAINESVILLE, FLORIDA 32601

OFFICE OF ACADEMIC AFFAIRS

April, 1974

Dear Respondent:

We are currently planning to add to the curriculum at Santa Fe Community College a new program in Cooperative Education. We are hopeful that the program will be implemented during the fall quarter of 1974 (September). Would you please take a few minutes of your time to read the brief description contained in this letter concerning the program.

The Cooperative Education Program is designed for the student who wishes to be placed in a real occupational situation and trained in the responsibilities and attitudes required on actual jobs existing in the field of his academic/career interests and potentialities.

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With this brief description in mind concerning the Cooperative Education Program, we would like to request that you answer the few questions contained on the following pages and return them to us as soon as possible in the enclosed stamped, self-addressed envelope. Your cooperation is very much appreciated.

Sincerely,

Angelo V. Abbott, Director
Cooperative Education & Placement

AVA:cg

Enclosures

CONFIDENTIAL
SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601
CONFIDENTIAL

QUESTIONNAIRE
PROGRAM NEEDS STUDY

INTRODUCTION: The purpose of this questionnaire is to gather information and opinions from potential employers to use in planning the Cooperative Education Program. You can help by filling in the questionnaire as completely as possible. The results are to be used only for our purposes, and your firm will not be identified in any published reports. The results will be used only to determine the needs of the program.

GENERAL INFORMATION

Firm Name ______________________________

Basic Operation ______________________________

Mailing Address ______________________________

Name of Person Reporting ______________________________

Your Position (Title) ______________________________

Telephone Number ______________________________

QUESTIONS TO BE ANSWERED:

1. Would you be interested in such a program for the community? ___Yes; ___No.

2. Would you be willing to cooperate in such a program if students are available next Fall Quarter (September, 1974)? ___Yes; ___No.

* There are three Cooperative Education plans available which would make it possible for most students to enroll:

(A) The Alternate Semester Plan = Under this plan two students usually hold one job by alternating work and study. One student works while the other student attends college full time. They alternate each semester until graduation.

(B) The Parallel Plan = This plan is suitable for the employer who can use students on a part-time basis. Normally, the student works one half day and attends college one half day, or, this plan may be developed for alternating days of the week for work and study.

(C) The Evening College Plan = Those persons holding "full-time" jobs find this Cooperative Education Plan very helpful. They are employed on a full time basis during the day, and continue their education by attending college during the evenings.

*3. Would you be willing to hire student-trainees on ___ The Alternate Semester Plan, ___ The Parallel Plan, ___ The Evening College Plan? (Please select more than one if you wish)

4. Would you be willing to provide supervised occupational training experiences for the student-trainee? ___Yes ___No

5. Approximately what is the current hourly wage rate you pay to your present employee
(Write in) $_____ Part-Time $_____Full-Time

6. Would you be willing to serve on a temporary Advisory Committee for the planning, organization, and implementation of the Cooperative Education Program? ____Yes. ____No.

7. GENERAL COMMENTS: (Your comments will be of great value as the College plans for the future.)

Please return this questionnaire in the envelope provided.

Thank you for your interest and cooperation.

INTRODUCTION

The following outline is very useful to those persons visiting other colleges operating Cooperative Education Programs. It serves as a guide in acquiring that type of information needed for the planning and organization of a successful Co-Op program.

Visitations - Questions and Observations Related to Colleges with Co-Op Programs

1. Offices and Related Space Requirements
    - A. Directors Office
    - B. Coordinators Office
    - C. Secretary and reception room
    - D. Interview room
    - E. Library and reading room
    - F. Storage space ... records, etc.

2. Administrative Placement of Co-Op Office
    - A. Reporting Channels
    - B. Involvement of persons other than direct reporting channels

3. Workload of Director, Coordinator, and Secretary
    - A. Duties of each person
    - B. Student Load
    - C. Activities outside Co-Op duties

4. Organization of Co-Op Office
    - A. Centralized under a Co-Op director for entire school
    - B. Operated by individual departments
    - C. Central office with coordinators in each department

5. Written Policies Governing Operation of Program
    - A. Students
    - B. Employer
    - C. School

6. Procedures for Coordinating Students
    - A. Counseling
    - B. Placement
    - C. Selection

7. Type of Work/School Pattern

8. Curriculum Problems Created by Co-Op

9. Employer Recruitment Procedures

10. Student Recruitment Procedures

11. Budget Requirements
    - A. Staff
    - B. Operation Budget

12. Problems Associated with Placement of Various Disciplines

13. Special Problems with Students On-The-Job and at School

14. Coordination with Employer

15. Registration

16. Financial Aid

COOPERATIVE EDUCATION PROGRAM
ADVISORY COMMITTEE

DEFINITION:

An advisory committee is a committee appointed to assist in the development of the local cooperative education program. It also acts in a consultative capacity, and is responsible for making recommendations and suggestions to college authorities who are empowered to act upon the advice offered.

MEMBERSHIP:

Convenience of size should not be the determining factor for membership, but rather a good cross section of representatives of various agencies affected by the program. The terms of service of the members should be terminated at varying times in order that experienced members may always be represented on the committee.

RESPONSIBILITIES:

(1) Members of this committee should understand the working operation of the cooperative education program.
(2) They should understand that their position is strictly advisory and not administrative.

DUTIES TO ASSIST IN:

(1) Informing Cooperative Education Coordinators/Instructors of special training needs in their particular areas.
(2) Helping to publicize and promote the program.
(3) Developing and periodically reviewing the curricula.
(4) Helping to develop new courses and revising others.
(5) Establishing proper standards for performance in courses.
(6) Determining the type and quality of facilities and equipment needed.
(7) Selecting and acquiring equipment.
(8) Establishing standards for the admission and selection of student-trainees and helping with recruitment (if that is a problem).
(9) Helping to locate and select proper training stations.
(10) Advising on policies and procedures involving the training station, the trainee, and the college.
(11) Helping in the placement of student-trainees and graduates.
(12) Soliciting funds for the establishment of scholarships and other forms of student aid.
(13) Securing instructional materials.
(14) Offering (if possible) the use of thier facilities, staff, and other resources for field trips, lectures, special events, and work experiences, and soliciting similar assistance from the entire community college district.

(15) Establishing guidelines for selection of materials for the Santa Fe Community College Library.
(16) Helping in the recruitment of qualified teachers.
(17) Evaluating the Cooperative Education Program on a continuing basis.
(18) Appraising the academic/career opportunities in the communities served.

MEETINGS:

Meetings will be held every four weeks during the first year of the program and approximately six to eight weeks a year thereafter. Much of the work will be handled by special committee.

Meetings will be held at a convenient place within the SFCC district or at the College.

Meetings should be scheduled far enough in advance so that all members are able to attend. It is suggested that notices of meetings be sent to members a month or six weeks in advance and the agenda sent at least a week before the meeting, along with committee reports, background information and other related material.

OFFICERS:

A chairman, vice-chairman, and a secretary should be elected by the committee.

Role of the Chairman:

(1) Establish meeting dates.
(2) Appoint special committees and chairmen.
(3) Plan committee functions.
(4) Prepare a suitable agenda.
(5) Provide a background of necessary information.
(6) Preside at meetings.
(7) Undertake necessary follow-up.
(8) Review special committee reports.
(9) Provide reports as required.
(10) Maintain necessary personal contact with members.
(11) Work closely with the Cooperative Education Program staff.

Role of the Vice-Chairman:

(1) Serve as additional eyes, ears, voice, and brain for the chairman.
(2) Assist the chairman when called upon to do so.
(3) Preside at meetings in the absence of the chairman.
(4) Assume the office of the chairman should the need arise.
(5) See that all special assignments made by the chairman are carried out.

Role of the Secretary:

(1) Prepare minutes of the meetings.
(2) Prepare special reports.
(3) Mail copies of minutes and special reports to members and other authorized persons.

POSSIBLE TOPICS FOR MEETINGS OR SPECIAL COMMITTEES:

(1) Criteria for training stations.
(2) Acquisition of reference material.
(3) The college schedule.
(4) The training agreement and the training memorandum.
(5) Problems of beginning Co-Op students and possible remedies.
(6) Specialized curricula (i.e. Communications, Humanities, Social Science, Political Science, the Sciences, Business).
(7) Attitude of the student-trainee's work habits.
(8) Reports from employers about student-trainee's work habits.
(9) Evaluation of program for past quarter.
(10) Student-trainee achievement on the job.
(11) Variety of training available for student-trainees.
(12) Follow-up of Cooperative Education graduates.

COOPERATIVE EDUCATION PROGRAM

SUMMARY OF DIRECTOR'S DUTIES AND RESPONSIBILITIES

(1) Developing and planning the comprehensive college-wide program for Cooperative Education.

(2) Establishing the various communications for involving existing student services (S.I.G.I., counseling, placement, financial aid, etc.) in the program.

(3) Coordinating and developing a curriculum involving faculty and other program coordinators and directors that is relevant to Cooperative Education.

(4) Providing supervision of the Instructor/Supervisors in the program.

(5) Establishing Advisory committees to assist in determining curriculum needs and to provide job opportunities.

(6) Developing liaison with business and industrial groups, social and civic groups, professional groups, and state and local governmental agencies for the purpose of career placement.

(7) Planning a program of public relations and the development of literature which specifically relates to students, employers, faculty, and community.

(8) Coordinating with secondary school and university personnel in assisting the student in career ladder movement.

(9) Establishing an effective evaluation vehicle.

(10) Developing and implementing sources of external funding at state and federal levels.

(11) Implementing the Cooperative Education Program during the 1974-75 calendar year.

(12) Supervising the arrangments and agreements with community employers to insure quality experiences for students.

(13) Developing the necessary reports of the program progress and student experiences.

(14) Performing such other duties as may arise or be assigned by the Vice-President for Academic Affairs to insure the success of the program.

CRITERIA FOR SELECTION OF STUDENTS INTO THE COOPERATIVE EDUCATION PROGRAM

(1) The primary criterion for admission into the program should be that the students work assignment be directly related to his formal college coursework. Instruction at the college and on the job should be correlated to provide the student the knowledge, skills, and attitudes necessary to reach his academic/career objective.

(2) A study of past ACT scores for freshman and sophomore Cooperative Education students indicates a rather unreliable correlation between scores and academic success (assuming a grade point of 2.0 as minimal success). Using ACT scores as the sole criterion for acceptance into the program would probably do a great dis-service to those individuals who may be highly motivated and willing to put forth the additional effort required, but who have a relatively low ACT score. Students who had an ACT composite of 18 - 20 had grade points below 2.0 while some with scores in the 13 - 16 range did acceptable work. Therefore, a cut-off point of 10 would seem to be realistic barring other factors, i.e. high school record, which might indicate otherwise. The ACT scores may be correlated with the Florida 12th Grade Placement Scores.

(3) A personal interview by the Director and/or Instructor/Supervisor to observe such things as attitudes, personality, appearance, speech, etc.

(4) An interview rating from the student's high school.

(5) The student should be in the upper 3/4ths of his high school graduating class.

(6) Those students who appear to be questionable would be interviewed by some of the members of the Cooperative Education Program Advisory Committee.

(7) Consideration should be given to those students who fail to come up with a grade point average of 2.0 at the end of their first quarter at SFCC, and to think in terms of placing them on "a" job, and granting them a certificate at the end of the term or the freshman year. This would go along with the thinking and philosophy of the State.

SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

COOPERATIVE EDUCATION PROGRAM
SCHOOL/WORK PATTERNS

ALTERNATING

Traditional cooperative programs have made use of the alternating plan of school/work experience. In this type of a program, the student usually attends classes for one term and then works full time on a job for one term.

Advantages of this plan are:

(1) Flexibility of job assignment location. This plan allows the student to go where the assignments are almost without regard for the location.
(2) Students are able to devote full-time to study while in school.
(3) The employer is often able to give students better assignments because the student is on the job full time.

ALTERNATING

FRESHMAN YEAR			FIRST SUMMER	SOPHOMORE YEAR			SECOND SUMMER	
Fall	Winter	Spring		Fall	Winter	Spring		
							(OPTIONAL)	
SCHOOL	ON THE JOB	SCHOOL	ON THE JOB	SCHOOL	ON THE JOB	SCHOOL	SCHOOL	ON THE JOB

*The number of work terms may be varied depending upon the needs of students, employers, and availability of course offerings.

PARALLEL

The parallel school/work pattern allows the student to work afternoons and attend classes in the morning or vice versa. Another variation of this plan allows the student to work and attend classes on alternating days. This variation allows the student to attend classes all day on Monday, Wednesday, and Friday, and to work all day on Tuesday, Thursday, and Saturday.

Advantages of the parallel plan are:

(1) The student is on campus at all times so courses do not have to be offered more than normal.
(2) The student can be more closely supervised.
(3) The student does not have to move from job to school each term.

PARALLEL

FRESHMAN YEAR	FIRST SUMMER	SOPHOMORE YEAR	SECOND SUMMER
Fall Winter Spring	Work	Fall Winter Spring	Work
Mornings School	(or) School	Mornings School	(or) School
Afternoons Work	(or) Vacation	Afternoons Work	(or) Vacation

*The school and work period can be revised, providing for classes in the afternoon and work in the morning.

*Another variation to the Parallel Plan allows the student to work and attend classes on alternating days during each term.

SCHOOL
- MONDAY
- WEDNESDAY
- FRIDAY

WORK
- TUESDAY
- THURSDAY
- SATURDAY

EVENING COLLEGE

Those persons holding "full-time" jobs find this plan very helpful. They are employed on a full time basis during the day, and continue their education by attending college classes during the evenings. This plan has many of the same advantages as both the alternating and parallel plans.

EVENING COLLEGE

FIRST YEAR			FIRST SUMMER	SECOND YEAR			SECOND SUMMER
Fall	Winter	Spring		Fall	Winter	Spring	
W	W	W	O	W	W	W	O
O	O	O		O	O	O	
R	R	R	P	R	R	R	P
K	K	K		K	K	K	
			T				T
EVENINGS				EVENINGS			
			I				I
S	S	S	O	S	S	S	O
C	C	C		C	C	C	
H	H	H	N	H	H	H	N
O	O	O		O	O	O	
O	O	O	A	O	O	O	A
L	L	L		L	L	L	
			L				L

*This plan will usually continue for a period of successive years to allow those students holding "full-time" jobs an opportunity to satisfy the degree requirements of their particular career objective.

PARALLEL/SUMMER

This plan is the same as the parallel plan except the student works full-time in the summer. This plan has the same advantages as the parallel plan and adds the feature of using the summer for full-time work. This allows the student a break from school.

PARALLEL/SUMMER

FRESHMAN YEAR			FIRST	SOPHOMORE YEAR			SECOND
Fall	Winter	Spring	SUMMER	Fall	Winter	Spring	SUMMER
	MORNINGS SCHOOL		W O R K		MORNINGS SCHOOL		W O R K
	AFTERNOON WORK				AFTERNOON WORK		

*Full time work periods may not all be the summer term.

OTHER VARIATIONS

Other variations of school/work patterns may be developed depending upon the particular needs of employers and students. A cooperative education program that maintains a high degree of flexibility will insure that program goals and objectives are being realized.

CONCLUSION

The important factor in looking at school/work patterns is while the particular plan must meet the needs of the students, it must also fit the requirements and limitations of the college. No one plan has absolute superiority over another.

SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

TO: PROSPECTIVE EMPLOYERS

FROM: ANGELO V. ABBOTT, DIRECTOR
COOPERATIVE EDUCATION & PLACEMENT

SUBJECT: INFORMATION FOR EMPLOYERS

INTRODUCTION

The Cooperative Education Program is designed for the student who wishes to be placed in a real occupational situation and trained in the responsibilities and attitudes required on actual jobs existing in the field of his career interests and potentialities.

The student's work experience is directly related to his formal college coursework. Instruction at the college and on the job are correlated to provide the student the knowledge, skills, and attitudes needed to reach his career objective. The student applies classroom theory to actual job situations. In the classroom and in private conference with his Coordinator/Instructor, the student discusses problems encountered on the job and is given assistance in solving those problems.

The training route on the job is planned by the student, the training station (employer) sponsor, and the coordinator. The student's rotation plan might vary considerably from another student-trainee's because of differences in individual ability and interest. The student is paid the prevailing rate for the work he does.

INFORMATION FOR EMPLOYERS CONSIDERING THE USE OF COOPERATIVE STUDENTS

When an employer becomes interested in the employment of cooperative students, one might well ask why is he interested? The answer in most cases can fall into either of two general categories. Most potential employers of cooperative students are hoping that the student will not only be an excellent employee, meeting normal standards of production and behavior, but that a certain percentage will be attracted to accept permanent employment upon graduation. This requires that the student will spend all, or at least a majority, of his training or employment terms with that employer. Also, there is an implication that the employer will create a series of job experiences for the student on a progressive basis, usually referred to as a training program.

Other employers, however, will employ a cooperative student for a particular term without requiring his return on succeeding terms simply because the student's presence and production for that element of time is sufficiently good reason to meet the employer's objectives. While they, too, may have hopes that such a student might return in succeeding training periods and also possibly at graduation time, this does not become an overriding reason and they are glad to use him simply on the basis of the isolated period.

Regardless of the employer motivation for participation, the focal point of the whole arrangement, from either the employer's viewpoint or that of the college, should be the student himself. Is he in that particular environment for his employment term which will best provide him with a learning opportunity, which again we refer to as an "educational experience."

Each student comes to the employer with different preconceptions as to what life will be like in the organization for the specified period of employment. Regardless of his expectations, he arrives at the place of employment having undergone a period of rigorous academic work where he has been responsible for learning new things daily. He probably realizes that the employer will not present him with a new challenge daily, but, on the other hand, he is wary of that position which reduces itself to boredom after the initial learning period. So, while the employer setting probably cannot match the classroom as far as pure learning is concerned, nevertheless, the employer and the experience he offers will play a very important part in the student's total educational program.

College officials, at the same time, should take into account the fact that the employer must get the most from his personnel to achieve his own goals and that the cooperative student must fit his context. Experience has indicated that it is "good business" to employ cooperative students whether the student is employed in a highly competitive profit-making organization, or the other extreme of volunteer work in a non-profit organization.

In the interest of creating a good working relationship between the college and the employing organization, the following guidelines are set forth which take into account the factors which should be considered before participaton and what is important after the student reports to the job.

GUIDELINES FOR THE EMPLOYER WISHING TO ESTABLISH A TRAINING PROGRAM

1. A realization on the part of the employer that cooperative education is first and foremost an EDUCATIONAL PROGRAM. This assumes considerable thought on the part of the employer as to the proper utilization of the students who will be employed. Items to be considered would include:

   A. Offering a level of practical experience within a specified field which compliments the overall academic picture.

   B. Increasing the level of responsibility and challenge of the practical experience as the student progresses academically.

2. A genuine interest in integrating the cooperative student as a "team member" in the organization and developing the young people whom they employ from the college.

3. A top-level commitment that the cooperative program will be looked upon as a program of executive development with attendant full support.

4. The appointment of a well-qualified company coordinator who is skilled in human relations, has a good knowledge of the company, its processes, its personnel, and who is sympathetic with the objectives of the program.

5. Close attention to supervisors of the cooperative student with emphasis in placing the students under supervisors who can see their role as "educators" as well as supervisors in the normal sense.

6. The desirability of the establishment of a separate budget for salaries paid to cooperative students enabling the student to be placed in any appropriate department without hindrance. This avoids the imposition on normal operating budgets and tends to be a safeguard to the program in times of recession.

7. A well-planned series of experiences for the student leading to an attractive and viable program which will cause a favorable reaction in

his mind.

8. The payment of a salary to the student which is fair and competitive with salaries which are being paid by other employers in the same activity.

9. While the granting of fringe benefits is not a requirement for participation in a cooperative program, it is desirable to give the student as many advantages as possible. The more he "looks like" your permanent employees, the more likely he is to think in terms of permanent association with the employer.

GUIDELINES FOR THE EMPLOYER WISHING TO EMPLOY A COOPERATIVE STUDENT FOR A PARTICULAR PERIOD WITHOUT THE ESTABLISHMENT OF A TRAINING PROGRAM

For those employers who do not wish to become overly involved with long-range planning and whose needs seem to be more immediate, the following circumstances might apply more readily.

1. There is a need for a particular position to be filled and a cooperative student is appropriate in consideration of his educational level, the job level, and the period for which he is available.

2. The position to be filled is of a temporary or seasonal nature and cooperative students are among the most qualified available on such a basis.

3. The position to be filled may have all of the desirable characteristics (or even better) of the so-called training program, but the employer would rather not create the position on the basis of long-range plans and commitments. Rather, his approach is to be experimental and further plans can more appropriately be formed after initial experience with the cooperative student. This exhibits a more cautious attitude and will give the employer a chance to try the program on for size. It will also give supervisory personnel a chance to adjust to their new responsibilities in the break-in aspects of the program. For those students who are particularly good and whom the company wishes to encourage to return after having had experience with them, plans can be developed for future employment periods.

The assumption should not be made that positions held by cooperative students on a temporary basis are inferior to those which might be held under a training program. Of importance is whether or not the job presents the student with the opportunity to learn. Therefore, all those factors which anyone would normally think about concerning his employment conditions become the important consideration.

GUIDELINES AFTER THE STUDENT REPORTS FOR HIS ASSIGNED DUTIES

After the student has reported to work in a position which has been planned for him, it becomes necessary to take care of the housekeeping which will insure that the employer is doing his part in making the experience of the student worthwhile. This requires someone in the organization, preferably the company coordinator, to maintain checks at periodic intervals on both the student and his supervisor to see that all is going well. If problems arise, it is helpful to meet them early to insure as successful an employment session as possible for all parties.

1. Periodically, there should be a check on the area of employment to see that the supervisor is carrying out his responsibilities in the program and that the student is doing the work for which he was hired.

2. It is advisable to take time at stated intervals to meet with the student to see how things are going in general. The company coordinator is probably the best one to do this preferably away from the working area. A little personal interest goes a long way in making a person feel worthwhile. If the student has any shortcomings from the employer viewpoint, this is a good time to advise him.

3. Do plan ahead for the work of the student so that he does not have idle time on his hands. One of the most common complaints heard from cooperative students is that they had too little to do.

4. Work assignments should be planned progressively so that the student will move from the more routine work early in his program to more complicated responsibilities as he matures, gains more academic background, and has additional employer background.

5. Stress should be laid on the professional development of the student rather than insuring that he meet only a production standard.

6. Do not relegate to the student all of those jobs which no one else wants to do. He will soon recognize his clean-up role and is likely to resent it.

7. It is important that the student be interviewed at the time he leaves the employer to return to college. This will provide the opportunity for both the employer and the student to sum up the result of the mutual experience. The student's ratings can be reviewed with him, and it is an opportunity for the employer to remain informed as to the student's thoughts about future employment. Wherever possible, it is advisable to discuss the student's next assignment as well as his long-range possibilities within the organization.

SANTA FE COMMUNITY COLLEGE
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COOPERATIVE EDUCATION PROGRAM

ESTABLISHING TRAINING STATIONS

Approval and adoption of a training station should be based on mutual understanding and agreements among the employer, the college administration, the coordinator, and the prospective student-trainee. Everyone concerned must understand that the training station is to serve primarily as a training medium rather than merely as an opportunity for remunerative employment.

Experience gained at the training station should therefore be expected to contribute significantly to the development of knowledge, skills, and attitudes needed in the occupation for which the individual's training program is designed.

WHAT STEPS ARE FOLLOWED IN ORGANIZING TRAINING STATIONS?

By the time the employer has decided to participate in the cooperative education program, he should be fully aware of training-station objectives and operating procedures. A plan of work activities and training for the student should be developed, and a person should be designated as the job-supervisor of the student-trainee unless the employer himself has agreed to carry out this function.

ACQUAINT EMPLOYER WITH THE NATURE AND SCOPE OF THE PROGRAM

Before the employer interviews students for possible employment, the coordinator should explain to him at least the following responsibilities and conditions regarding training stations:

(1) That the cooperative plan is a training program and not primarily a school employment agency.
(2) That the employer is considered a partner in the program of training and should assist the school by providing supervised planned work experiences and on-the-job instruction.
(3) That training agencies will provide on the average of at least 15-20 hours of employment a week throughout the school year.
(4) That a monetary wage will be paid all beginning student-trainees and that this amount may be increased proportionately to their productivity.
(5) That candidates for the part-time employment have had occupational counseling at the school during which they have determined tentative career objectives.
(6) That the student-trainee is enrolled in special classes at the school where he is receiving instruction directly related to his work activities and occupational objective.
(7) That the student-trainee should have opportunities to move from one specific job activity to another in order to participate in various experiences leading to his occupational goal.
(8) That the student-trainee should be placed in the same employment status as that of other part-time employees in matters of social security, insurance, vacations, and labor laws.

(9) That the coordinator will visit the student-trainee, observe his job performance, suggest to the employer some good methods of on-the-job training, and determine the job activities to which classroom instruction should be related.

(10) That periodic ratings based on the job performance of the student-trainee will be made by the employer or his representative and reported to the coordinator.

DEVELOP SYSTEMATIC TRAINING PLAN KEYED TO CAREER OBJECTIVES

One of the most important steps in the proper establishment of a training station is that of preparing a written plan of supervised training activities. The development of a training plan for a particular student brings him face to face with the problem of determining his ultimate career and/or academic objective based on a study of occupations. Through the training plan the employer also becomes more definitely aware of the student-trainee's occupational goal and is encouraged to lead him toward his objective by providing adequate work activities and on-the-job instruction.

HOW TO PREPARE A TRAINING PLAN

(1) The coordinator carefully explains to the employer and the student-trainee the purposes of a training plan and the procedures for developing one.
(2) The coordinator, the employer, and the student-trainee cooperatively list the skills, attitudes, and information needed for a successful career in the student-trainee's chosen occupation.
(3) The coordinator, the employer, and the student-trainee develop a list of work activities that should contribute to the student-trainee's progress toward his occupational objective.
(4) The coordinator, the employer, and the student-trainee list the types of knowledge and the skills needed by the student-trainee in performing the work activities referred to in No. 3 above.
(5) The coordinator, the employer, and the student-trainee cooperatively determine a plan for putting Nos. 3 and 4 above into action.

WHAT A TRAINING PLAN SHOULD INCLUDE

(1) Names of student-trainee, employer, firm, school, job training supervisor and coordinator.
(2) Dates of beginning and end of training period.
(3) Statement of student's academic and/or career objective, including a brief description of the knowledge, skills, attitudes, and information necessary for a worker in the occupation.
(4) List of supervised job activities that will contribute to the student-trainee's progress toward his academic and/or career objective.
(5) Brief outline of the instruction that will be provided at school and on the job.
(6) Responsibilities of the student-trainee, the employer, the coordinator, and the college to the program of training.

DESIGNATE AND ORIENTATE A JOB TRAINING SUPERVISOR

Some one person should be responsible for supervising the work experiences of the student-trainee and for giving him the instruction he needs on the job. Employers whose time does not permit close supervision of student-trainees may find it advisable to designate this responsibility to another responsible employee. The job training supervisor to whom this responsibility is delegated should be included in planned meetings with the employer, the student-trainee, and the coordinator. If a handbook of regulations and detailed suggestion for the supervision of student-trainees is available, copies should be placed in the hands of the employer and the job training supervisor.

HOW MAY STUDENT-TRAINEES BE ASSIGNED TO TRAINING STATIONS?

Counseling and other guidance services available in the college should be used by the coordinator in enrolling students in the cooperative education program and in assigning them to training stations. Student-trainees should be interviewed by the employer, be well acquainted with the work regulations and time schedules, and be assigned to a training station before the training program is started.

OBTAIN SPECIALIZED ASSISTANCE FROM SCHOOL GUIDANCE PERSONNEL

Counselors can be of help by acquainting students, faculty members, and administrators with occupational opportunities in various fields and with the cooperative education plan of training. They can also assist the coordinator in selecting student-trainees even though the coordinator should have final word in recommending who should be admitted to the program. Counselors should be aware of the possibility that more students may seek admission to the cooperative education program than can be successfully placed in training stations, in which case it may be necessary for them to provide some student-trainees with information on opportunities in other courses.

Counselors may also check on the effectiveness of the counseling activities that preceded the student-trainee's enrollment in the cooperative education program by interviewing individual student-trainees on the job or at school and by surveying graduates who have completed the program.

ACQUAINT STUDENT-TRAINEES WITH CERTAIN FEATURES OF TRAINING STATIONS

Those who enroll in the cooperative education program should understand that they must have enough time available for part-time employment while they complete other school requirements. Students should also understand that their learning activities are carefully planned so as to contribute to their preparation for a career in their particular field. Each student-trainee should also be made aware that the coordinator will visit him at his training station and that part-time employment will be steady throughout the school year.

DETERMINE TIME SCHEDULES FOR EMPLOYMENT

A specified number of working hours each week should be established for all cooperative education student-trainees. The suggested minimum usually is 15-20. Total hours of employment and class attendance should not exceed 40 per week and certainly not more than 48 hours per week.

Student-trainees ordinarily should not be expected to work earlier than 7:00 in the morning nor later than 7:00 in the evening. Afternoon employment is usually more satisfactory than morning. The welfare of each student must be foremost when such standards are determined. Some cooperative education placements of necessity run after 7:00 on certain evenings.

SEND STUDENT TO BE INTERVIEWED BY PROSPECTIVE EMPLOYERS

The assignment of students to training stations involves the following steps of special importance:

(1) The decision must be made on whether more than one student is to be sent for an interview with each employer and for each training station available. Each case probably will require a separate decision. Final selection of student-trainees should be made by the employer.

(2) During either a pre-school orientation period or the first few weeks of school, all students should be trained in interview techniques. Instruction on this subject may be given to the class as a whole or to each student individually. This type of training should include information such as when and where to report for the interview, and how to develop a written statement of qualifications for the position. Students also need suggestions on how to answer the kinds of questions that employers usually ask, how to fill out written application forms, and what to do following the interviews. Student-trainees should be interviewed by employers and assigned to training stations before school opens, or, at least, during the first two weeks or the semester.

TYPES OF EMPLOYERS AND TYPES OF JOBS
FOR
SELECTED DISCIPLINES IN COOPERATIVE EDUCATION

The information contained on the following pages may be useful to the person desiring some further knowledge concerning the various career options open to cooperative education students.

Although the list is by no means complete, an effort has been made to show the diversity from which cooperative education students may begin to plan their career goals and objectives.

LIBERAL ARTS
(Humanities and Social Science)

A humanities and social science education can be defined as an education that prepares the student for the art of living. Students in this program receive a broad exposure to the basic values of their responsibilities as active participants in various social groups. In addition, they will be pursuing the development of a resourceful and independent mind, the ability to use as well as to accumulate knowledge, and an awareness of their mental strengths and weaknesses. Since the choice of occupation plays a significant role in obtaining satisfaction from life, preparation for a career can be considered an integral part of a truly liberal education.

Generally speaking, students who major in liberal arts can be classified in two categories. First, there is the student who is motivated toward a particular career choice and has selected to major in liberal arts from a vocational point of view in the same fashion as a student in engineering or business administration. That is, the student who hopes to become a professional psychologist majors in psychology; the aspiring professional economist majors in economics.

Second, there is the student (and perhaps the great majority are in this category) seeking a broad educational program to satisfy his intellectual curiosity and not expecting to spend his life in the area of his major. In this category you will find many students who major in liberal arts, having no real goal in sight.

It is readily apparent that newspaper publishers form the backbone of placement for the English-journalism majors. One-half of the history and political science majors are employed in government agencies, educational institutions, and law firms. Economics majors find a wide range of opportunities for direct utilization of their educational background in such organizations as banks and government agencies. Institutions of higher education are the largest employers of both philosophy and language majors. As would be expected, mental institutions and social service agencies employ significant numbers of psychology and sociology majors.

Cooperative Education can be applied to the liberal arts, humanities, and social science programs in a very effective manner. Through their contacts with the adult world beyond the walls of the educational institution the students can bring meaningful insights into human behavior back to the classroom discussion. This serves to enhance the concept of a broad liberal education.

ENGLISH-JOURNALISM

Types of Employers

- Newspaper Publishers
- Universities
- Radio and Television Stations
- Insurance Companies
- Public Utilities
- Federal Government Agencies
- Book Publishers
- Banks
- Law Firms
- Municipal Government Agencies
- Investment Firms
- Magazine Publishers
- Metal Products Manufacturers
- Electronic Equipment Manufacturers
- Advertising Agencies
- Social Service Agencies
- Consulting Firms
- Electrical Equipment Manufacturers
- General Contractors
- Printing Firms
- Petroleum Products Manufacturers
- Hotels
- Computer Manufacturers
- State Government Agencies
- Land Surveyors
- Misc. Business Services Firms
- Schools for the Handicapped
- Libraries

Types of Jobs

- Reporter Trainee
- Public Relations Assistant
- Copy Boy
- Librarian Assistant
- Publisher's Assistant
- Market Researcher
- Clerical Worker
- Television News Trainee
- Editorial Assistant
- Retailers

HISTORY

Types of Employers

- Federal Government Agencies
- Municipal Government Agencies
- Universities
- Law Firms
- State Government Agencies
- Misc. Business Services Firms
- Libraries
- Banks
- Historical Societies
- Newspaper Publishers
- Electronic Equipment Manufacturer
- Book Publishers
- Paper Wholesalers
- Candy Manufacturers
- Insurance Firms
- Travel Agencies
- Consulting Companies
- Computer Manufacturers
- Investment Firms
- Social Service Agencies

Types of Jobs

- Law Messenger
- Research Assistant
- Tour Guide
- Teller
- Library Assistant
- Clerical Worker
- Mail Clerk
- Legislative Assistant

POLITICAL SCIENCE

Types of Employers

- Newspaper Publishers
- Libraries
- Plastic Products Manufacturers
- Public Utilities
- Investment Firms
- Advertising Agencies
- Consulting Firms
- Television Stations
- Churches
- Hospitals
- Municipal Government Agencies
- Federal Government Agencies
- State Government Agencies
- Law Firms
- Universities
- Misc. Business Services Firms
- Banks
- Insurance Companies
- Retailers

Types of Jobs

- Clerical Worker
- Management Trainee
- Urban Renewal Aide
- Clerk Messenger
- Administrative Assistant
- Teller
- Interpretive Historian
- Research Assistant
- Law Messenger
- Archaeologist Aide
- Laborer
- Library Assistant
- Sales Clerk
- Social Worker

MODERN LANGUAGES

Types of Employers

Universities
Federal Government Agencies
Municipal Government Agencies
Public School Systems
Banks
State Government Agencies
Libraries
Newspaper Publishers
Airlines
Radio Stations
Health Clinics
Import-Export Firms

Types of Jobs

Tour Guide
Management Trainee
Interpreter
Public Relations Assistant
Research Assistant
Teachers' Aide
Urban Renewal Aide
Library Assistant

PHILOSOPHY

Types of Employers

Universities
State Government Agencies
Retailers
Libraries
Hospitals
Newspaper Publishers
Insurance Companies
Food Industries
World Affairs Council

Types of Jobs

Computer Programmer
Program Director
Library Assistant

PSYCHOLOGY

Types of Employers

Hospitals
Insurance Companies
Universities
Health Clinics
State Government Agencies
Social Service Agencies
School for the Handicapped
Banks
Investment Firms
Libraries

Misc. Business Services Firms
Machinery Manufacturers
Land Surveyors
Retailers
Federal Government Agencies
Electronic Equipment Manufacture
Warehouses
Consulting Firms
Medical Laboratories
Advertising Agencies

Types of Jobs

Psychiatric Aide
Clerical Worker
Occupational Therapy Aide
Library Assistant
Counselor
Shelter Worker Instructor
Research Assitant
Pharmacy Assistant
Office Clerk
X-Ray Assistant
Admitting Clerk
Rodman
Case Aide
Claims Adjuster
Clerical Worker
Counselor

SOCIOLOGY-ANTHROPOLOGY

Types of Employers

Hospitals
Insurance Companies
Social Service Agencies
Universities
Schools for the Handicapped
Banks
Investment Firms
Retailers
Misc. Business Services Firms
Radio and Television Stations
Electronic Equipment Manufacturers
Libraries
State Government Agencies
Research Firms
Paper Products Manufacturers
Chemical Products Manufacturers
Federal Government Agencies
Travel Agencies
Health Clinics
Computer Manufacturers
Law Firms
Municipal Government

Types of Jobs

Clerical Worker
Psychiatric Aide
Secretary
Social Worker-Care Aide
Occupational Therapy Aide
Junior Counselor
Supply Assistant
Child Life Worker
Nurses Aide
X-Ray Assistant
Rehabilitation Aide
Library Aide
Production Control Assistant

DRAMA

Types of Employers

Universities
Broadcasting Companies
Hospitals
Banks
Libraries
Newspaper Publishers
YMCA's

Types of Jobs

Library Assistant
Mail Clerk
Secretary
Teller

LIBERAL ARTS

(Science)

Excellent work experiences can be provided for liberal arts science students. Although many will continue their formal education in graduate school, the cooperative emphasis is on research and development work.

Half of the chemistry cooperative students are employed by chemical products manufacturers, research firms and laboratories at institutions of higher learning. Research and Development firms, Universities and Government agencies are the predominant employers of physics and mathematics students. Hospitals use the majority of the biology and medical technology students in their laboratories.

CHEMISTRY

Types of Employers

- Metal Products Manufacturers
- Textile Products Manufacturers
- Heavy Metals Industries
- Photographic Products Manufacturers
- Medical Laboratories
- Consulting Firms
- Federal Government Agencies
- Chemical Products Manufacturers
- Universities
- Misc. Business Services Firms
- Rubber Products Manufacturers
- State Government Agencies
- Paper Products Manufacturers
- Printing Industries

Types of Jobs

- Laboratory Assistant
- Quality Control Operator
- Analytical Technician

PHYSICS

Types of Employers

Banks
Consulting Firms
Petroleum Products Manufacturers
Electroplating Firms
Computer Manufacturers
Public Utilities
Ship Building Firms
Misc. Business Services Firms
Universities
Federal Government Agencies
Electronic Equipment Manufacturers
Photographic Equipment Manufacturers
Optical Equipment Manufacturers

Types of Jobs

Aerospace Research Technician
Management Trainee
Pollution Control Technician
Optical Technician
Expediter
Communication Technician
Research Assistant
Physics Lab Technician
Math Lab. Assistant
Defense Research Technician

MATHEMATICS

Types of Employers

Misc. Business Services Firms
Federal Government Agencies
Electronic Equipment Manufacturers
Computer Manufacturers
Insurance Companies
Research and Development Firms
Universities
Food Industries
Chemical Products Manufacturers
Consulting Firms
State Government Agencies
Municipal Government Agencies
Metal Products Manufacturers
Ship Building Firms
Scientific Equipment Manufacturers
Public Utilities
Food Retailers
Paper Distributors
Banks
Laundries
Hospitals
Public School Systems
Museums

Types of Jobs

Computer Programmer
Educational Assistant
Management Trainee
Data Analyst
Research Technician
Actuarial Assistant
Data Processor Assistant
Secretary
Micro Biologist Assistant
Production Assistant
Accounting Assistant
Pollution Control Assistant

BIOLOGY

Types of Employers

Hospitals
Universities
Medical Laboratories
Federal Government Agencies
Research Laboratories
State Government Agencies
Medical Clinics
Museums and Aquariums
Medical Instrument Suppliers
Animal Hospitals
Drug Manufacturers
Food Industries
Retail Pharmacists
Fish Hatcheries

Types of Jobs

Laboratory Technician
Research Technician
Laboratory Assistant
Orderly
Student Laboratory Trainee
Research Assistant
Pharmacist Aide
Tour Guide
Laboratory Aide

EDUCATION

Cooperative Education provides the student with some non-school, but people-oriented, work in the initial stages of the program, followed for some by experience in a school system, including practice teaching in the latter stages. This system has been heartily endorsed by professional educators.

Entrance positions on a clerical level which involve a few special skill requirements can be found for education majors. On most of these jobs, the student must earn his pay through productive effort since employers cannot hire education majors with an eye to future employment. For this reason, very few training opportunities exist for these students outside of the participating school system.

EDUCATION (Mathematics and Science)

Types of Employers

- Research and Development Firms
- Universities
- Paper Products Manufacturers
- Banks
- Medical Clinics
- Hospitals
- Chemical Products Manufacturers
- Photographic Equipment Manufacturers
- Electroplating Firms
- Rubber Products Manufacturers
- Taxi Firms
- Retailers
- Public School Systems
- Museums
- Land Surveyors
- State Government Agencies

Types of Jobs

- Laboratory Technician
- Clerical Worker
- Computer Programmer
- Interpretive Historian
- Laboratory Technician
- Teacher Aide
- Bank Teller

EDUCATION (Non-Science)

Types of Employers

- Public School Systems
- Insurance Companies
- Universities
- Banks
- Hospitals
- Schools for the Handicapped
- Libraries
- State Government Agencies
- Retailers
- Newspaper Publishers
- Social Service Agencies
- Federal Government Agencies
- Book Publishers
- Museums
- Municipal Government Agencies
- Paper Products Manufacturers
- Medical Laboratories
- Printing Firms
- Electrical Products Manufactu
- Wholesalers
- Restaurants
- Misc. Business Services Firms
- Machinery Manufacturers
- Investment Firms
- Laundries
- General Contractors
- Food Industries
- Public Utilities
- Employment Agencies
- Computer Services Firms
- Land Surveyors

Types of Jobs

- Clerical Worker
- Teacher Aide
- Library Assistant
- Office Assistant
- Teller
- Speech and Hearing Aide
- Sales Girl
- Ward Attendant
- Rehabilitation Aide
- Advertising Assistant
- Copy Boy
- Medical Records Processor
- Rodman
- Teller
- Library Assistant
- Clerical Worker
- Office Assistant
- Interpretive Historian
- Audio-Visual Aide
- Recreation Aide
- Laboratory Technician
- Ward Attendant
- Rehabilitation Aide
- Customer Relations Worker

PHYSICAL EDUCATION

Types of Employers

State Government Agencies
Banks
Insurance Companies
Electronic Equipment Manufacturers
Delivery Services

Public School Systems
YMCA'S and YWCA's
Hospitals
Schools for the Handicapped
Social Service Agencies
Universities

Types of Jobs

Teacher Aides
Assist. Physical Education Instructor
Recreation Therapist
Salesman (Inside)
Swimming & Gymnastic Instructor
Physcial Education Instructor
Assistant to Physical Director
Assistant Corrective Therapist

RECREATION EDUCATION

Types of Employers

Girls Clubs
Universities
Plastics Products Manufacturers
Sporting Goods Manufacturers
Retailers
Resort Hotels

Hospitals
Schools for the Handicapped
Municipal Government Agencies
YMCA's and YWCA's
Public School Systems
State Government Agencies

Types of Jobs

Recreation Therapist
Assistant to Director
Salesman (Inside)
Recreation Activities Assistant
Special Education Teacher Assistant
Construction Worker
Activities Coordinator
Assistant Trainee Warden
Swimming & Gymnastic Instructor
Supervisor
Assistant to Director of Recreation

PHYSICAL THERAPY

Types of Employers

Hospitals
Schools for the Handicapped
Public School

Types of Jobs

Physical Therapy Aide
Nurses Aide
Recreational Therapy Aide

BUSINESS ADMINISTRATION

A great variety of job assignments are available to students in business administration with different types of employers. Job assignments can be closely related to the career objectives and the classroom work of the students.

A number of accounting majors will gravitate toward public accounting work in the late stages of the cooperative program. Retailing, wholesaling, advertising, and market research are significant fields of marketing majors. Insurance and financial organizations provide many opportunities for finance and insurance majors. Management students and industrial relations majors are diverse in their choice of employers.

Starting jobs are often routine on the trainee level. Some students tend to remain on this level by changing employers to obtain experience in various fields. Others advance in responsibility through more stable employment.

ACCOUNTING

Types of Employers

Public Accounting Firms
Retailers
Hospitals
Insurance Companies
Metal Products Manufacturers
Food Industries
Banks
Electronic Equipment Manufacturers
Universities
Public Utilities
Computer Manufacturers
Federal Government Agencies
Misc. Business Services Firms
Petroleum Products Manufacturers
Machinery Manufacturers
Electrical Equipment Manufacturers
Electrical Equipment Distributors
Hotels
Law Firms
Printing Firms
Municipal Government Agencies
Automobile Rental Firms
Theaters
Land Surveyors
State Government Agencies
Restaurants
General Contractors
Textile Products Manufacturers
Aircraft Manufacturers
Scientific Equipment Manufacturers

Types of Jobs

General Accountant
Cost Accountant
Auditor
Tax Specialist
Proof Reader
Data Processor
Municipal Accountant
Teller
Financial Analyst
Systems Analyst

ECONOMICS

Types of Employers

State Government Agencies
Banks
Law Firms
Investment Firms
Universities
Municipal Government Agencies
Automotive Manufacturers
Insurance Companies
Misc. Business Services Firms
Federal Government Agencies
Consulting Firms
General Contractors
Machinery Manufacturers
Aircraft Manufacturers
Ship Building Firms
Electrical Equipment Manufacturers
Photographic Equipment Manufacturers
Sporting Goods Manufacturers
Public Utilities
Retailers
Libraries
Boy Scout Councils

Types of Jobs

Clerical Worker
Management Trainee
Urban Renewal Aide
Research Assistant
Programmer
Teller
Program Director
Planning Aide
Claims Adjuster
Bank Examiner
Salesman (Outside)

FINANCE AND INSURANCE

Types of Employers

Insurance Companies
Investment Firms
Security Brokers
Metal Products Manufacturers
Banks
Paper Products Manufacturers
Misc. Business Services Firms
Public Utilities
Wholesalers
Retailers
Computer Manufacturers
Furniture Manufacturers
Electrical Equipment Manufacturers
Public Utilities
Airlines
Electronic Equipment Manufacturers
Hotels
Hospitals
Petroleum Products Manufacturers
Universities
Food Industries
Federal Government Agencies

Types of Jobs

Junior Accountant
Claims Adjuster
Shareholder Correspondent
Mutual Funds Administrator
Underwriter Trainee
Investment Cashier
Margins Clerk
Management Trainee
Teller
Investment Analysis Trainee
Bank Examiner
Retard Salesman
Computer Operator
Claims Processor

INDUSTRIAL RELATIONS

Types of Employers

Printing Industries
Plastic Products Manufacturers
Glass Products Manufacturers
Aircraft Manufacturers
Photographic Equipment Manufacturers
Trucking Industries
Radio and Television Stations
Investment Firms
Hotels
Federal Government Agencies
Municipal Government Agencies

Wholesalers
Insurance Companies
Banks
Retailers
Computer Manufacturers
Food Industries
Textile Products Manufacturers
Rubber Products Manufacturers
Electronic Equipment Manufactur
Automotive Manufacturers
Universities
State Government Agencies

Types of Jobs

Management Trainee
Merchandising Trainee
Underwirter Trainee
Accountant Trainee
Contract Administrator
Teller
Quality Control Trainee
Accounting Assistant
Sales Representative

MANAGEMENT

Types of Employers

Retailers
Banks
Wholesalers
Computer Manufacturers
Insurance Companies
Metal Products Manufacturers
Electronic Equipment Manufacturers
Electrical Equipment Manufacturers
Automotive Manufacturers
Public Utilities
Food Industries
Hotels
Consulting Firms
Universities
Textile Products Manufacturers
Rubber Products Manufacturers
General Contractors
Federal Government Agencies
Trucking Firms
Hospitals
Public Accounting Firms
Wood Products Manufacturers
Drug Manufacturers
Printing Firms
Surgical Equipment Manufacturers
Investment Firms
Newspapers
Machinery Manufacturers
Municipal Government Agencies
Plastic Products Manufacturers
Ship Building Firms
Optical Equipment Manufacturers
Jewelry Manufacturers
Airlines
Security Brokers
Misc. Business Services Firms
YMCA's
Petroleum Products Manufacturers
Paper Products Manufacturers
Shoe Manufacturers
Aircraft Manufacturers
Railroads
Taxi Firms
Restaurants
Credit Unions
Real Estate Agencies
Laundries
Law Firms
State Government Agencies

Types of Jobs

Management Trainee
Salesman (Outside)
Production Control Trainee
Accounting Trainee
Teller
Administrative Assistant
Salesman (Inside)
Expediter
Shipping/Receiving Stock Controller
Marketing Research Assistant
Accounting Assistant
Computer Operator
Personnel Trainee
Underwriter Trainee
Cost Accountant Trainee
Data Processing Trainee
Dispatcher

MARKETING

Types of Employers

Retailers
Wholesalers
Advertising Agencies
Newspapers
Misc. Business Services Firms
Insurance Companies
Law Firms
Drug and Cosmetic Manufacturers
Metal Products Manufacturers
Machinery Manufacturers
Photographic Equipment Manufacturers
Radio and Television Stations

Textile Products Manufacturers
Travel Agencies
Plastic Products Manufacturers
Computer Manufacturers
Municipal Government Agencies
Optical Products Manufacturers
Universities
State Government Agencies
Public Utilities
Food Industries
Petroleum Products Manufactur
Banks
Hospitals

Types of Jobs

Advertising Assistant
Sales Trainee
Market Research Assistant
Clerical Worker
Salesman (Outside)
Salesman (Inside)
Assistant Merchandiser
Management Assistant
Marketing Representative
Radio and Television Trainee
Assistant Buyer
Public Relations Assistant
Assistant Shipping & Receiving Mgt.
Legal Researcher
Media Study Assistant
Auditor
Talent Scout
Teller
Claims Adjuster
Data Processing Machine Operator

ENGINEERING

Cooperative Education has a particular significance in engineering education and is easily integrated into the curriculum. A great variety of employers in many diverse fields are willing to provide employment opportunities for engineering cooperative students.

For students in the upper half of the class who have set their vocational objective, there are many excellent training programs available. For the others, a variety of job assignments will give them an opportunity to explore career opportunities with different employers.

Sophomores in civil engineering as well as mechanical engineering often begin their careers as draftsmen. Starting jobs in electrical and chemical engineering lay heavy stress on laboratory and testing techniques. Inexperienced industrial engineering students are frequently used on the production floor of manufacturing companies as trainees.

With the increasing emphasis on science in the formal classroom phase of engineering education, cooperative education assumes an even more meaningful role in providing the engineering student with a bridge between theory and practice.

CIVIL ENGINEERING

Types of Employers

- Consulting Firms
- Municipal Government Agencies
- Land Surveyors
- General Contractors
- Misc. Business Services Firms
- State Government Agencies
- Federal Government Agencies
- Machinery Manufacturers
- Construction Material Suppliers
- Insurance Companies
- Railroads
- Universities
- Petroleum Products Manufacturers
- Ship Building Firms
- Public Utilities

Types of Jobs

- Draftsman
- Rodman
- Field Engineer
- Office Engineer
- Laboratory Technician
- Construction Engineer Trainee
- Transitman

CHEMICAL ENGINEERING

Types of Employers

Chemical Products Manufacturers
Misc. Business Services Firms
Paper Products Manufacturers
Machinery Manufacturers
Food Industries
Consulting Firms
Electrical Equipment Manufacturers
State Government Agencies
Rubber Products Manufacturers
Photographic Products Manufacturers
Textile Products Manufacturers
Universities
Computer Manufacturers
Electronic Equipment Manufacturers
Industrial Product Suppliers
Federal Government Agencies
Petroleum Products Manufacturers
Plastic Products Manufacturers
Aircraft Manufacturers

Less than 1%

Heavy Metals Industries
Metal Products Manufacturers
Sporting Goods Manufacturers
Hospitals

Types of Jobs

Laboratory Technicians
Engineering Trainee
Research Assistant
Management Trainee
Pilot Plant
Design Trainee
Production Engineering
Development Assistant
Design Assistant
Pollution Control
Laboratory Technician

ELECTRICAL ENGINEERING

Types of Employers

Electrical Equipment Manufacturers
Public Utilities
Computer Manufacturers
Electrical Equipment Manufacturers
Research and Development Labs
Scientific Equipment Manufacturers
Federal Government Agencies
Consulting Firms
Universities
Misc. Business Services Firms
Machinery Manufacturers
Land Surveyors
Municipal Government Agencies
Hospitals
Optical Equipment Manufacturers
Electrical Contractors
Paper Products Manufacturers
Metal Products Manufacturers
Aerospace Manufacturers
Radio and Television Stations
Railroads
Chemical Products Manufacturers
Rubber Products Manufacturers
Heavy Metals Industries
Ship Building Firms
Photographic Equipment Manufacturers
State Government Agencies

Types of Jobs

Electronics Technician
Quality Control Technician
Draftsman
Engineering Trainee
Student Trainee
Engineering Assistant
Test Technician
Utility Engineering Trainee
Laboratory Assistant
Junior Engineer
Engineering Aide
Assembler
Estimator
Data Processor
Customer Engineer
Programmer
Computer Operator
Communications Engineer
Manufacturing Technician
Production Technician
Expediter
Production Supervisor
Assistant Aerospace Technician
Cadet Engineer

INDUSTRIAL ENGINEERING

Types of Employers

Machinery Manufacturers
Electronic Equipment Manufacturers
Computer Manufacturers
Metal Products Manufacturers
Paper Products Manufacturers
Chemical Products Manufacturers
Food Industries
Heavy Metals Industries
Rubber Products Manufacturers
Consulting Firms
Public Utilities
Federal Government Agencies
Plastic Products Manufacturers
Aircraft & Aerospace Manufacturers
Ship Building Firms
Banks

Automotive Manufacturers
Photographic Equipment Manufacturer
Airlines
Local Transit Companies
Department Stores
Insurance Companies
Hospitals
Textile Products Manufacturers
Book Publishers
Shoe Manufacturers
Medical Eqipment Manufacturers
Optical Equipment Manufacturers
Glass Products Manufacturers
Petroleum Products Distributors
Universities
State Government Agencies

Types of Jobs

Industrial Engineer Trainee
Management Trainee
Production Process Engineer Trainee
Testing Technician
Draftsman
Production Planner
Oceanographic Engineer Trainee
Airlines Trainee

MECHANICAL ENGINEERING

Types of Employers

Machinery Manufacturers
Metal Products Manufacturers
Misc. Business Services Firms
Federal Government Agencies
Consulting Firms
Electrical Equipment Manufacturers
Aircraft & Aerospace Manufacturers
Computer Manufacturers
Electronic Equipment Manufacturers
Universities
Automotive Manufacturers
Heavy Metal Industries
Scientific Equipment Manufacturers
Ship Building Firms
Municipal Government Agencies
Food Industries
Meat Packing Plants
Public Utilities
Airlines
Railroads
Trucking Firms
Photographic Equipment Manufacturers
General Contractors
Chemical Products Manufacturers
Paper Products Manufacturers
Plastic Products Manufacturers
Rubber Products Manufacturers

Types of Jobs

Draftsman
Engineering Aide
Engineering Trainees
Mechanical Testing Technician
Engineering Technician
Facilities Engineer
Computer Programmers
Analytical Engineer
Expediter
Design Engineer
Manufacturing Engineer
Metallurgical Technician

ADMISSION REQUIREMENTS

Graduates of accredited high schools, transfer students from other colleges, and special students (non-high school graduates nineteen years of age or older who show good cause for admission) may be admitted to Santa Fe Community College. If you have the ability for and interest in the Cooperative Education Program, you may be admitted to one of the programs (assuming, of course, that space is available.)

Procedures:

1. To be Admitted to Santa Fe Community College

   File (or have filed) with the Office of Records and Admissions
   - Application for Admission to Santa Fe Community College (Form is in Office of Records and Admissions, N.W. Campus.)
   - Your high school transcript (and college transcript if you have attended another college)

   Non-high school graduates who are nineteen years of age or older may be admitted to credit programs on the basis of an appropriate score on a nationally recognized examination of aptitude and attainment. In the case of non-high school graduates not nineteen years of age, recommendation of the Superintendent of Schools of the school district of residence is needed.

   Early admissions students who wish to take their last year of high school requirements and their first year of Santa Fe classes simultaneously at the College will be accepted upon the recommendation of the school board in the student's district of residence.

2. To be Admitted to the Cooperative Education Program

   File (or have filed) with the Office of Cooperative Education (Forms are available in the Office of Cooperative Education.)
   - Application for Admission to the Cooperative Education Program
   - Recommendations from high school teachers, counselors, or coordinator
   - Recommendations from employer (if you have had work experience)

   You will be interviewed by a College Coordinator and arrangements will be made for you to take some Aptitude Tests if you wish. If your records indicate that you can do creditable college work and can succeed on the job, you will be tentatively admitted to the Cooperative Education Program. An interview with an employment firm will be arranged for you, and you will be accepted into the Program when you are accepted for employment. (If you are already employed, it is possible to remain with your firm if they offer a training program acceptable to the College.)

DEGREE REQUIREMENTS

NOTE: COOPERATIVE EDUCATION COURSES SATISFY THE ELECTIVE CREDIT HOUR REQUIREMENTS FOR BOTH THE AA AND AS DEGRESS AT SANTA FE COMMUNITY COLLEGE.

THE COOPERATIVE EDUCATION COURSES ARE ALSO TRANSFERABLE TO FOUR-YEAR COLLEGES AND UNIVERSITIES.

Specific Requirements for the Associate in Arts Degree

1. Complete the program of basic requirements of the Common Program.
2. Complete at least 60 semester hours of credit in a prescribed course of study.
3. Complete the last 12 semester hours at SFCC.
4. File an application for graduation with the Vice President of Student Affairs.
5. Pay all fees and discharge all other financial obligations to the college.

Specific Requirements for the Associate in Science Degree

1. Complete an approved program as specified of at least 60 semester hours.
2. Complete six semester hours from each of the following areas as part of the 60 semester hour minimum requirement.
   6 Hours - Communications/Humanities
   6 Hours - Math/Science
   6 Hours - Social/Behavioral Science
3. Complete the last 12 semester hours at Santa Fe Community College.
4. File an application for graduation with the Vice President of Student Affairs.
5. Pay all fees and discharge all other financial obligations to the college.

The Common Program for A. A. Degree

BE 100 - The Individual in a Changing Environment

Science 100 - The Physical Environment (the world of things)

Social Science 100 - The Social Enviornment (the world of people)

Humanities 100 - The Abstract Environment (the world of ideas and values)

Mathematics 100 -
English 100 -
Emphasis is placed on the understanding of language and mathematics as communication arts. The student develops an attitude that increases his ability to use communication skills as tools with which he can understand his world and assume a role in the shaping of his own destiny.

COURSE DESCRIPTION

COOP - 101 Cooperative Education Seminar (Credit = One Semester Hour)

The Seminar is a required course for all Cooperative Education students. It should be taken during the quarter immediately preceding the first Co-Op Work Assignment.

The course is designed to provide the Director and/or Instructor/Supervisor an opportunity to give career counseling and individual assistance. Special attention is given to the student for purposes of acquainting him with his responsibilities to the college and his employer, as well as occupational opportunities, career planning, and human relations.

COOPERATIVE EDUCATION PROGRAM

COURSE SYLLABUS

A. DESCRIPTION

1. COOP-101 Cooperative Education Seminar

2. Prerequisite: Student must be enrolled in Cooperative Education. Note: The seminar must be completed before the first Co-Op Work Assignment, or with the approval of the Director, it may be taken concurrently with the first Co-Op Work Assignment.

3. One lecture hour per week.

4. Credit: One semester hour.

B. OBJECTIVES

1. To acquire an understanding of this country's urgent need for leadership, individual thinking, and group participation in business and industry, the professions, the community, and government affairs.

2. To acquire an awareness of the wide variety of opportunities available and develop an insight for self-analysis and placement of his abilities, interests, and potential in the world of work.

3. To develop standards of good grooming, wardrobe, human and public relations necessary in the world of work as it applies to his particular academic and/or career interest. Further objectives consist of being cognizant of interpersonal relationships in the world of work, and the importance of public relations in conjunction with his personally designed program.

4. To develop the realization that in all professions, communication is of paramount importance. Communication skills will consist of:
   (a) individual communication and expression necessary for professional success as applies in speaking;
   (b) written communication, with the objective of introspection of his personal communications;
   (c) interpretation of reading so that the student can discern what the content of the material is, what values are contained therein; and
   (d) communication and interpretation of the content of an individual's conversation or speech.

5. Presenting to the student experiences of others so that he can be empathetic in constantly changing situations.

6. To assist the student in recognizing his position within the world of work and assist him in developing and presenting his talents in conjunction with his desires to the appropriate firm.

C. MATERIALS OF INSTRUCTION

1. Text(s): (a)

   (b)

2. References: (a)

   (b)

   (c)

   (d)

3. Audio-Visual Aids: Film, filmstrips training films, slides, records, tapes

4. Community Resources: Speakers and field trips

D. METHODS OF PRESENTATION

1. Lecture
2. Discussion
3. Reports
4. Projects

E. EVALUATION OF STUDENT ACHIEVEMENT

1. The student will be evaluated through reports concerning his academic/career objective, projects, class participation, and completion of assignments.

2. Meetings will be held with faculty (teaching, administrative, counseling) to provide input.

F. COURSE CONTENT

1. Setting your career goals.
2. How you are motivated.
3. Your personal care.
4. Choosing your wardrobe.
5. Your social and business manners
6. Starting that new job.
7. You and your boss.
8. You and your co-workers.
9. Your speaking, writing, reading, and listening skills.
10. You and your public.
11. Getting the job you want.

COURSE DESCRIPTION

COOP - 102, COOP - 103, COOP - 104, COOP - 105 Cooperative Education Work Assignment (Freshman Year - Fall, Winter, Spring and Summer Quarters).

COOP - 202, COOP - 203, COOP - 204, COOP - 205 Cooperative Education Work Assignment (Sophomore Year - Fall, Winter, Spring and Summer Quarters).

The Cooperative Education Seminar (COOP - 101) must be completed before the first Co-Op Work Assignment may be taken.

Students will be placed in an approved training station to receive on-the-job training under the direction of a job-training supervisor and/or employer. A step-by-step training plan is jointly developed for each student by the employer and/or job-training supervisor, the Director and/or Instructor/Supervisor, and the student.

Credit:

(A) Alternate Plan:

COOP-103 - 3 Semester hours
COOP-105 - 3 Semester hours
COOP-203 - 3 Semester hours
COOP-205 - 3 Semester hours (optional)

(B) Parallel Plan:
One semester hour for each Co-Op Work Assignment for each quarter.

COOPERATIVE EDUCATION PROGRAM

COURSE SYLLABUS

A. DESCRIPTION

1. COOP-102, COOP-103, COOP-104, COOP-105 Cooperative Education Work Assignment (Freshman Year - Fall, Winter, Spring, and Summer Quarters).

   COOP-202, COOP-203, COOP-204, COOP-205 Cooperative Education Work Assignment (Sophomore Year - Fall, Winter, Spring, and Summer Quarters).

2. Prerequisite:
   - (a) Student must have completed 12 semester hours or more with a GPA of 2.0.
   - (b) Student must be enrolled in the Cooperative Education Program.
   - (c) COOP-101 must be completed before the first Co-Op Work Assignment, or with the approval of the Director, it may be taken concurrently with the first Co-Op Work Assignment.
   - (d) Requirement "A" above may be waived, with the approval of the Director, for those persons who have satisfactorily completed at least one full year of work experience.

3. The student is placed in an approved training station to receive on-the-job training under the direction of a job training supervisor and/or employer.

4. Work experience in an approved training station -- minimum of 15-20 hours per week.

5. Credit:

   (A) Alternate Plan:
   COOP-103 - 3 Semester hours
   COOP-105 - 3 Semester hours
   COOP-203 - 3 Semester hours
   COOP-205 - 3 Semester hours (optional)

   (B) Parallel Plan:
   One semester hour for each Co-Op Work Assignment for each quarter.

B. OBJECTIVES

1. To obtain part-time employment in order to further develop abilities in his academic and/or career objective.

2. To learn the operation of the employing organization.

3. To report working experiences to the coordinator.

4. To work with the coordinator and the job-training supervisor in developing a training program.

C. MATERIALS OF INSTRUCTION

1. Materials supplied by the employer.

D. METHODS OF PRESENTATION

1. On-the-job training for 13 weeks each quarter.

E. EVALUATION OF STUDENT ACHIEVEMENT

1. The student will be evaluated through employers' reports, Coordinators' visits, and student reports concerning his academic/career objective.

2. Meetings will be held with faculty (teaching, administrative, counseling) to provide feedback.

3. Student records will be continually evaluated for purposes of input and feedback.

F. COURSE CONTENT

1. Determined by step-by-step training plan developed by the employer or job-training supervisor, the coordinator, and the student-trainee jointly.

COOPERATIVE EDUCATION PROGRAM

JOB MANUAL

Your job manual is not to be a mediocre assignment. It should be well prepared and indicative of the time and effort you will have put into it. The manual is to be typed in manuscript form with a table of contents, list of tables and/or charts, conclusions and recommendations, bibliography, and footnotes as needed. It is to reflect originality on your part and should be bound in an attractive, original manner. The cover should be done so as to reflect your company or your job.

A broad outline for your job manual would be as follows:

I. Your Company

  A. History
  B. Products or Services or Nature of the Business
  C. Officials
    1. Executives
    2. Supervisors
    3. Other Personnel
  D. Illustrations or Pictures

II. Organization of Your Company

  A. Branches
  B. Departments
    1. Services Offered
    2. Nature
  C. Your Department or Division
    1. Function with Regard to Overall Picture or Operation
    2. Manager and Responsibilities
    3. Supervisor and Responsibilities

III. Your Job

  A. Duties and Responsibilities
  B. Job Breakdown
  C. Necessary Training or Skills
  D. Samples of Your Work
  E. Opportunities in Your Job
  F. Department or Division Layout
    1. Illustrations
    2. Pictures

IV. Future

  A. Of Your Company
  B. For You With the Company

Rating Scale for Your Job Manual

Criteria	Scale	Your Score
Cover	10	
Content	50	
Originality	20	
Completeness	5	
Neatness	5	
Accuracy	10	
	100	

MATERIALS AND FORMS
FOR THE
COOPERATIVE EDUCATION PROGRAM

The material presented on the following pages constitutes a plan used for the purpose of informing groups and individuals of the Cooperative Education Program, qualifying students for the program, placing students into whorthwhile training assignments, and evaluating the student on the job.

A resume of how this plan works is outlined through the description of the various forms used. The plan is divided into four major sections which are as follows:

1. Selection of student. (1-2-3-4-5-6-8)
2. Placement of students into training stations. (7-9)
3. Evaluation of student on the job. (12-13-17)
4. Student records. (10-11-14-15-16)

The numbers in parenthesis identify the various forms that are used in the plan for each major section.

The following forms and their descriptive title are as follows:

FORM
COOP - 1 -- Application Blank
COOP - 2 -- Personal Interest Sheet
COOP - 3 -- Personal Interview Form
COOP - 4 -- Job Interest Selection Sheet
COOP - 5 -- Selection of Training Station
COOP - 6 -- Attendance and Subjects of Cooperative Education Trainees
COOP - 7 -- Interview Rating (Employer)
COOP - 8 -- Rating Scale for School Habits and Attitudes
COOP - 9 -- Training Memorandum
COOP - 10 -- Student Weekly Progress Report
COOP - 11 -- Student Trainee's Weekly Progress Report
COOP - 12 -- Trainee Rating Sheet
COOP - 13 -- Rating Form (Employer)
COOP - 14 -- Employment Record
COOP - 15 -- Year-End Training Report
COOP - 16 -- Curriculum Worksheet
COOP - 17 -- Coordinator Visitation Report

The plan is initiated with Form COOP-1 as explained on the following page.

APPLICATION BLANK
FOR THE
COOPERATIVE EDUCATION PROGRAM

The primary purpose of this form is to serve as an initial conference between the director and/or coordinator and the student applicant. A conference is held at the time the student secures the form and once more when he returns the form. From these conferences and the application form, the director and/or coordinator is able to determine eligibility of the applicant for the program, to impress upon him some of the responsibilities he must accept once he is part of the program, and to initiate an attitude of positive thinking within the student. The pledge that the student must sign at the end of the application form is to give emphasis to the responsibilities he must accept once he becomes a member of the program and to add weight to developing a positive attitude between this time and the time that he becomes active in the program.

COOPERATIVE EDUCATION PROGRAM

APPLICATION BLANK

NAME______________________________Height: ___ft.___in., Weight___________

Date of Birth_________________________Sex______________Race_____________

What type of work do you wish to be doing five (5) years from now?_____________
____
____

Condition of your health: ___Good ___Fair ___Poor; Do you have any defects in:
___Sight___Hearing___Speech___Limb___Body___Heart___Other?_______________

How many times were you absent from school last year?_________________________

Approximately what were your average grades in High School? _A_B_C_D

Mother's Occupation____________________Where?_______________________________
Father's Occupation____________________Where?_______________________________

To what High School organizations did you belong?_____________________________
____

Are you employed now? ____Firm name and address______________________________
____

What skills or personal assets do you possess that may help in getting a job?_____
____
____

Why do you want to enter the Cooperative Education Program? __________________
____
____

****

I PROMISE that, if I qualify for the Cooperative Education Program, I shall accept whatever responsibilities are placed before me. I shall perform my job in a manner that will do honor to both by College and to myself. I shall ever strive to do a better job and gain more information throughout the training period which will be applicable to the job which I shall perform or hope to perform, while I am a member of the Cooperative Education Program.

DATE__________________________SIGNED:__________________________________

RETURN TO: MR. A. V. ABBOTT, DIRECTOR
COOPERATIVE EDUCATION & PLACEMENT
SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

PERSONAL INTEREST SHEET

FOR THE

COOPERATIVE EDUCATION PROGRAM

If the student is eligible to take the program, he is given this form to complete in his own handwriting. In many instances, this form provides the coordinator his first opportunity to get acquainted with the student. This form, then, will aid greatly in getting to understand him as an individual. After the form is completed, another conference is to be held with the student. As the form is reviewed with the student, the discussion between the student and coordinator encourages the student to talk more freely, both now and in future conferences. If this conference is handled properly, the coordinator can utilize this situation to cuase the student to develop confidence and respect both for himself and for the coordinator.

If the coordinator is to have proper rapport with his students, then this form can serve a great need. Each student must become an individual in the eyes of the coordinator, a student different from any other student within the entire group. The information contained in this form can be the initial step in aiding the coordinator to uncover these differences between students. Upon thorough study of the information in the form, the coordinator is able to reach several conclusions as to the student's success in the program.

The information requested on the form should be utilized when talking to the student in relation to his goals for the future and his placement on the job during his time in the program. If the coordinator is to properly dispense of his responsibilities to the student, it is most important that the student be advised wisely and that the student not be placed in a job, nor let the student entertain a choice of a future occupation, which are not within reach of his ability to perform. The student must be placed in a job which will be a challenge to his ability but also in which he will be able to enjoy a certain degree of success.

COOPERATIVE EDUCATION PROGRAM
PERSONAL INTEREST SHEET

NAME ____ PHONE ______________

ADDRESS ______________________________________ PLACE OF BIRTH ____________
____

Father ______________________ Age ________ Birthplace ______________

Mother ______________________ Age ________ Birthplace ______________

Father and Mother are: ___Living together; ___Separated; ___Father Deceased:
___Mother Deceased; ___Father Remarried; ___Mother Remarried

Father's Occupation ____________________ Employed by ______________
Father's Education: ___Less than 8 years; ___8 years; ___12 years; ___16 years

Mother's Occupation ____________________ Employed by ______________
Mother's Education: ___Less than 8 years ___8 years ___12 years; ___16 years

Number of Brothers _____; Number of Sisters _____

Do you select and buy your own clothes? ___Yes; ___No. Who usually assists you in selecting them? ______________________________

What chores do you have assigned to you at home? ______________________________
____

Do you like to be with other people? ___Yes; ___No. ___Younger; ___Older: ___Same Age

High School organizations you belonged to: ______________________________
____
Offices you held: ______________________________

Musical instruments you play: ______________________________
Do you sing? ___Yes; ___No
Give readings: ______________________________
Other talents: ______________________________

Can you take shorthand ___Yes; ___No. How fast? ____WPM.

Can you type ___Yes; ___No. How fast? _____WPM
Business machines you can operate: ______________________________
Are you: ___Right-Handed? ___Left-Handed?

What foreign language(s) can you speak? ______________________________
Understand? ______________________________

High School subject you enjoyed most? ______________ Least ______________

Three sports you enjoy watching: ____________ ____________ ____________
Three sports you enjoy playing: ____________ ____________ ____________

Do you like to ___go on picnics? ___dance? ___roller skate? ___ice skate? ___bowl?
___Water ski? ___surfing? Other? ______________________________

What are your hobbies? ______________________________

Have you been in military service? ___Yes; ___No Branch__________________
Member of R.O.T.C.? ___Yes; ___No. Member of any reserve.__________________

Do you (yourself) own a car? ___Yes; ___No. Is it paid for? ___Yes; ___No
Describe your car:____

How much do your parents contribute to your support? ___None; ___Little ___What is necessary; ___More than necessary

Is it a necessity that you work? ___Yes; ___No Why?__________________
____
____

Do you maintain an active savings account? ___Yes; ___No

Do you read a daily newspaper: ___Regularly; ___Occasionally; ___Never

Do you have a television set in your home? ___Yes; ___No. How much time per day do you watch it?___Hours. Name your favorite programs: 1st______________
2nd______________ 3rd______________ 4th______________

In what occupation do you wish to earn your living after you have completed your education?____
____

Do you plan to apply for financial aid at SFCC? ___Yes; ___No. How much?$________
What type(s) ____

Are you now receiving any financial aid from SFCC? ___Yes; ___No.
How much? $________. What type(s) ______________________________

What part of your college expenses will you have to pay? ___1/4; ___1/2; ___3/4; ___all; ___None

Will you have to pay part of the expense of your room and board if you work on a job next year under the Cooperative Education Program? ___Yes; ___No. How much per week?______________

LIST ALL WORK EXPERIENCE YOU HAVE HAD FOR WHICH YOU RECEIVED A WAGE: (list last employment first)

WHERE EMPLOYED (Name of Company)	TYPE OF WORK	DATES OF EMPLOYMENT (From)	(To)

RETURN TO: MR. A. V. ABBOTT, DIRECTOR
COOPERATIVE EDUCATION & PLACEMENT
SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

PERSONAL INTERVIEW FORM

FOR THE

COOPERATIVE EDUCATION PROGRAM

This form is used only as a guide and not as a rigid outline to be followed in interviewing the student applicant. In some cases, it may not be necessary to use this form as the coordinator may have already asked most of the questions of the student in previous conferences. It is to be remembered throughout the interview, however, that the student and the coordinator must be sure that this program will fit into the student's future plans better than any other program offering available to him.

This form should be used as a basis of determining the following:

1. The student's attitude toward training.
2. A better understanding of the student's personality.
3. The student's attitude toward authority.
4. The ability of the student to work cooperatively within a group.
5. The student's acceptance of and respect for policies -- both in school and on the job.

Since the student must be able to profit from the program and the coordinator does have an obligation to the cooperating employer, this interview makes it possible to determine if the student is trainable. It is most important that the student be an individual that can get along with people and one who will discharge his duties according to policies imposed upon him by the college and his place of employment. If the student is one who objects to authority or to policies, then his work, both in the classroom and on the job, would not be of an acceptable standard. If Cooperative Education is to continue to fill a need for students to secure worthwhile training in a field of their choice, then it is necessary that only trainable students be permitted to enroll in the program.

In using this form, the coordinator is to ask the questions (explaining the question first) and then to note the student's reaction to the question. After dismissing the student, the coordinator should chart the qualities at the lower part of the page.

COOP 3

COOPERATIVE EDUCATION PROGRAM

PERSONAL INTERVIEW FORM

NAME____DATE________________

What are your plans after graduation from SANTA FE COMMUNITY COLLEGE?____________

(If work) What are your ambitions?_______________________________________

What will you do with the money you earn while in the Cooperative Education Program?

Do you like school? ____Yes;____No. WHY?________________________________

Are you enthusiastic over the possibility that you may qualify to take Cooperative Education and to start your training under the Program? ____Yes;____No. WHY?______

What do you think will be the most interesting phase of training in a Cooperative Education Program?____

Where do you like to buy your clothes?____
WHY?____

Are you working now? ____Yes;____No. Where?__________________________________
How long have you been employed by this firm?____________Present Hourly Wage$_____

Do you prefer to accept this firm as your training station (if approved)? ____Yes; ____No JUSTIFY____

What should an individual do if he is told to do something by his teacher or his employer even though that individual feels that such action is not necessary or that he feels he knows of a better way of accomplishing the same result as was expected from the order given?____

****

FOR INTERVIEWER ONLY

QUALITY	HIGHLY ACCEPTABLE	ACCEPTABLE	DOUBTFUL	NOT ACCEPTABLE
PERSONALITY				
ATTITUDE				
COOPERATION				
CALMNESS				
RESPECT TO AUTHORITY				
ACCEPTANCE OF POLICIES				

RETURN TO: MR. A. V. ABBOTT, DIRECTOR
COOPERATIVE EDUCATION & PLACEMENT
SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

JOB INTEREST SELECTION SHEET

FOR THE

COOPERATIVE EDUCATION PROGRAM

It is felt that the student will do much better in the Cooperative Education Program if he has first selected a goal. This form is designed to assist the student in making a decision as to the type of work in which he is the most interested.

This form is given to the student with the instructions to study it carefully and then place a number before the type of work that seems to appeal to him. He is encouraged to ask questions requesting points of information on any listed job that he does not fully understand or is not acquainted with what the future opportunities might be in the field. After the student has completed the form, the coordinator should study the answers to see if some type of job interest pattern has been established by the manner in which the student has marked the form.

Once the coordinator has analyzed the completed form, he should question the student as to his preferences of employment, i.e., "If you had your choice of only one of these situations, which one would it be?" Once this were agreed upon, the student again should be asked -- "If it were impossible to place you in your first choice, what would then be your choice?" This questioning should proceed until the choices have been determined for the student.

The coordinator should accept this conference as having counseling responsibilities, and as a result of this conference, help the student to realize his capacities and to make choices within his ability to succeed.

Once this form has been completed, it may be to the student's and to the coordinator's advantage to verify such information through the use of some type of testing. If discrepancies are found, it may be well to pursue further questioning with the student in light of what the tests may indicate. Such discrepancies by testing does not necessarily mean that improper decisions were initially made, it only tends to uncover other possibilities that may have been overlooked.

COOP-4

COOPERATIVE EDUCATION PROGRAM

JOB INTEREST SELECTION SHEET

DIRECTIONS:

Listed below are several different types of employment possibilities. The list is in no way complete, but will give you an idea concerning some of the training possibilities that may be open to you in the Cooperative Education Program. Would you please indicate the types of training that would interest you by putting "1" for your first choice, "2" for your second choice, etc. Indicate at least (5) choices. If you are interested in other types of employment and they are not included on the list, please enter them on the blank lines provided at the bottom of the page. If any entries are made on the blank lines, indicate your choice by number preference.

( ) Psychiatric Aide
( ) Accounting
( ) Data Processing
( ) Auditor
( ) Dispatcher
( ) Archaeologist Aide
( ) Law
( ) Publishing
( ) Quality Control
( ) Librarian Assistant
( ) Mail Clerk
( ) Program Director
( ) Teller
( ) Optical Technician
( ) Recreation Aide
( ) Marketing
( ) Proof Reader
( ) Social Worker
( ) Counselor
( ) Admitting Clerk
( ) Wildlife Worker
( ) Audio Visual Aide
( ) Customer Relations Worker
( ) Urban Renewal Aide
( ) Planning Aide
( ) Sales
( ) Expediter
( ) Buyer
( ) Advertising
( ) Automotive Parts Managment
( ) Transportation
( ) Petroleum
( ) Lumber
( ) Wholesaling
( ) Financial Institutions
( ) Specialty

( ) Bakery
( ) Sporting Goods
( ) Variety Store
( ) School Supplies
( ) Toy Store
( ) Theater
( ) Department Store
( ) Cosmetics
( ) Furs
( ) Photography
( ) Drug Store
( ) Florists
( ) Furniture Store
( ) Hobby Shop
( ) Jewelry Store
( ) Leather Goods
( ) Mail Order
( ) Gift Shop
( ) Supermarket
( ) Hardware
( ) Floor Coverings
( ) Funeral Director
( ) Paint and Supplies
( ) Musical Supplies
( ) Fabrics
( ) Motel
( ) Hotel
( ) Insurance
( ) Real Estate
( ) Millinery (Hats)
( ) Newspaper
( ) Radio
( ) Television
( ) Telephone
( ) Western Union
( ) Electrical Appliances
( ) Magazine
( ) City Water Department
( ) Public Utility Company
( ) Management Phase

( ) Purchasing Phase
( ) Selling Phase
( ) Control Phase
( ) Occupational Therapy Aide
( ) X-Ray Technician
( ) Supply Assistant
( ) Hospital Supplies
( ) Ward Attendant
( ) Shelter Worker Instructor
( ) Case Aide
( ) Speech and Hearing Aide
( ) Aerospace Research
( ) Physics Lab Technician
( ) Micro Biologist Assista
( ) Defense Research Technician
( ) Research
( ) Pollution Control Technician
( ) Talent Scout
( ) Public Relations
( ) Math Lab Assistant
( ) Pharmacy Assistant
( ) Secretary
( ) Analytical Technician
( ) Educational Assistant
( ) Orderly
( ) Teacher Aide
( ) Legislative Assistant
( ) Interpretive Historian
( ) Economics
( ) Tour Guide
( ) ____________________
( ) ____________________
( ) ____________________
( ) ____________________

SELECTION OF TRAINING STATION

FOR THE

COOPERATIVE EDUCATION PROGRAM

This form is used in conjunction with Form "Coop-4" to make final plans of where the student will receive the best training and greatest opportunities in the field of his choice. This form is utilized so that the student will be able to receive experience in relationship to his future ambitions. In a good Cooperative Education Program, a student is not merely placed in any job, but in employment that is of interest to him as he looks to his future.

The coordinator should be prepared to inform the student of the different places of employment where the student could work in his choices of employment as determined in Form "Coop-4." If possible, three of the five choices should be agreed upon so that if the first choice is not possible, there is still an opportunity for suitable placement.

COOPERATIVE EDUCATION PROGRAM

SELECTION OF TRAINING STATION

NAME_______________________AGE (Sept. 1) Years_______Months______

If presently employed:
Present hourly wage is? $____________
Name of Company is?____
Address of Company is?____
Owner, Manager, or Personnel Manager is?__________________________

Jobs you have held for which a wage was paid to you:

EMPLOYED BY	TYPE OF WORK YOU DID	HOW LONG EMPLOYED	REASON FOR LEAVING

Where do you prefer to work next year under the Cooperative Education Program?
1st Choice________________________Address____________________
2nd Choice________________________Address____________________
3rd Choice________________________Address____________________

Will you want employment this summer? __Yes; __No

Type of employment desired____________________________________
Where would you like to work___________________________________
What hours would you be able to work____________________________

If you are planning to take a vacation this summer, what are the approximate dates that you will be out of the city? FROM______________TO________________

Telephone number where I can contact you during the Month of August is:

____

RETURN TO: MR. ANGELO V. ABBOTT, DIRECTOR
COOPERATIVE EDUCATION & PLACEMENT
SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

ATTENDANCE AND SUBJECTS OF COOPERATIVE EDUCATION STUDENTS

FOR THE

COOPERATIVE EDUCATION PROGRAM

This form is completed through the use of school records. The coordinator should study each student's record carefully to determine if the student has the necessary background preparation for his career choice.

A record should be made of the student's absence record to know whether there may be a problem there. If absences appear to be excessive, the matter should be discussed with the student. Since this is a cooperative program, then certain things are expected to be accomplished within the classroom that makes it important to the employer for the student to be in school. A stringent policy concerning absences is a part of the cooperative education program, and the coordinator shall enforce such if a situation develops which warrants such enforcement. The policy should be explained to the cooperating employer and his help encouraged in seeing that his student employee adheres to such policy.

The information contained in this form is of considerable importance to the employer if he is to make the fullest use of the student's abilities. By knowing the student's school record, it may enable him to give the student certain experiences that might otherwise not seem practical.

COOP-6

COOPERATIVE EDUCATION PROGRAM

ATTENDANCE AND SUBJECTS

of

COOPERATIVE EDUCATION STUDENTS

NAME______________________________ PHONE__________________

ADDRESS___________________________ BIRTHDATE______________

____

ATTENDANCE: YEAR: ____ ABSENT: ____

____ ____

____ ____

9TH GRADE SUBJECTS	10TH GRADE SUBJECTS

11TH GRADE SUBJECTS	12TH GRADE SUBJECTS

RETURN TO: MR. A. V. ABBOTT, DIRECTOR
COOPERATIVE EDUCATION & PLACEMENT
SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

INTERVIEW RATING

FOR THE

COOPERATIVE EDUCATION PROGRAM

The coordinator must remember to leave this form with the employer at the same time that he leaves the student's folder prior to the time set for the student's interview. The employer's attention should be called to the form by explaining the need for his completing the form once the interview has been completed.

This form is used to focus the employer's attention to certain questions of the student during the interview. The interviewer is to check each quality to indicate his rating of the student. Also, the interviewer should note appropriate comments relative to the interview with the student.

The completed form is then used as a training device with the student to inform him of how well he had prepared himself for the interview, his conduct during the interview, and to know specifically how the interviewer reacted to him. The value of such information becomes very realistic and serves as a meaningful guide by which the student should be able to better prepare himself for any future interview.

COOPERATIVE EDUCATION PROGRAM

INTERVIEW RATING

NAME____ AGE_____ DATE__________________________

QUALITIES TO BE RATED	HIGHLY ACCEPTABLE	ACCEPTABLE	NEEDS HELP
PERSONAL APPEARANCE AND GROOMING			
GENERAL KNOWLEDGE FOR THE JOB			
PERSONALITY AND MANNERS			
SPEECH, VOICE, AND CONVERSATIONAL ABILITY			
ATTITUDE			
ENTHUSIASM OR INTEREST			
INITIATIVE OR ORIGINALITY			
MATURITY AND POISE			
REASONING AND JUDGMENT			
SINCERITY			
TONE OF THE INTERVIEW			

COMMENTS OF THE INTERVIEWER:

Interviewed by:____________________________________

Organization:______________________________________

RETURN TO: MR. A. V. ABBOTT, DIRECTOR
COOPERATIVE EDUCATION & PLACEMENT
SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

COOPERATIVE EDUCATION PROGRAM

RATING SCALE FOR SCHOOL HABITS AND ATTITUDES
OF
PROSPECTIVE COOPERATIVE EDUCATION TRAINEE'S

NAME____DATE________________________

SCHOOL HABITS

1. ATTENTION: The trainee's ability to concentrate on the task at hand.

__Always gives close attention to the task at hand
__Usually gives attention to the task at hand
__Rarely gives attention to the task at hand

2. NEATNESS: The general appearance of written work.

__Work is always done in an acceptable manner with details complete
__Work is fair in appearance and only the required is done
__Exceedingly careless work. Only the minimum or less completed

3. INITIATIVE: The constructive contribution the trainee makes to the group.

__Always offers a constructive contribution to the group
__Occasionally makes an acceptable contribution, seems to enjoy it, but prefers to follow
__Seldom contributes unless the teacher or group urges it

4. STABILITY: Shows consistent growth pattern.

__Trainee produces about the same quality and quantity of work each day
__Shows some deviations in daily work
__The quality or quantity of work produced is unpredictable

5. DEPENDABLE: Will accept responsibility and complete work.

__Will accept a job and carry it out to the best of his ability.
__Will strive to accept a job and will succeed until it becomes very difficult
__Will not volunteer to accept responsibility and will only accept it under constant supervision

ATTITUDES

1. HONESTY: Can resist most temptation.

__Always strives for self control, does his own work, accepts his own faults and claims only his own property
__Occasionally uses other peoples work, often will not accept criticism and sometimes fails to respect other peoples property
__Does not respect the property or work of others, neither does he accept his own blame

2. SOCIAL: Is accepted by his group and he in turn accepts others.

__Strives to foster a feeling of acceptance and personal worth of everyone in any group of which he is a part
__Does not accept all others as his equals and tends toward a chosen few for friends
__Will not accept others, has few if any friends, and does not value friendship

3. MORAL AND SPIRITUAL VALUES: Has a good sense of personal worth and respects the worth of other people.

__Will not willfully do anything to detract from his own character and will not deliberately harm others
__Is respectful of his character and that of others only under supervision or guidance
__Does not respect his character and does little to improve. Has little respect for the character of others

4. ATTITUDE TOWARD SCHOOL: Has a good feeling about education and school.

__Is happy, interested and has a sincere goal toward his school and education
__Accepts each day and takes a passive attitude toward school and education
__Uses every opportunity to avoid school and may at times even be truant

RETURN TO: MR. A. V. ABBOTT, DIRECTOR
COOPERATIVE EDUCATION & PLACEMENT
SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

TRAINING MEMORANDUM

FOR THE

COOPERATIVE EDUCATION PROGRAM

Due to the content of this form, discussion is easily developed, not only toward a schedule of hours but also to the hourly pay that seems to be prevalent for the year. The employer should not be told how much to pay his trainee, but he should be given information as to what other employers are paying. This information can be stated in minimum and maximum amounts plus what seems to be the most popular hourly pay. This type of approach does much to keep all student's pay approximately the same and promotes harmony among the class members.

This form is designed to indicate the responsibilities of all persons involved in the employment of a student within a training station and to impress upon all persons concerned that this is a training program with certain obligations to be met.

Once this form has been completed, the program is definitely viewed as a program designed to give the student valuable training necessary for entering into his chosen vocation. The student tends to accept this memorandum as a contract with the cooperating employer which binds the student to perform his job in a satisfactory manner. Because of the working out of this form, the employer feels that he must give greater training to this student than to one outside of the program.

This form is prepared in quadruplicate and distributed as follows:

1. One copy to the student.
2. One copy to the cooperating employer.
3. One copy to the Office of the Director of Cooperative Education & Placeme
4. One copy to the Coordinator

SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

COOPERATIVE EDUCATION PROGRAM

TRAINING MEMORANDUM

TRAINEE____DATE______________________

TRAINING STATION__________________________SUPERVISOR________________________

This training program in Cooperative Education is designed to run during the course of two (2) school years with an average minimum of 15 hours per week required for the work experiences.

The training agency agrees to pay the trainee at an agreed hourly wage. The employer may raise the hourly pay of the trainee without the approval of the Coordinator. The employer will not reduce the hourly pay of the trainee without first securing the approval of the Coordinator.

__________________________________, (trainee) agrees to enter into this training program with_________________________________(training agency) and render his best efforts at all times. The trainee agrees to consult his Coordinator in regards to any complaint he may wish to make and will not sever employment with the training agency without first securing the approval of the Coordinator.

The training agency agrees to give varied training experiences; to follow the schedule of hours of work listed above or as business conditions permit; to give an average minimum of 15 hours per week; to not discharge the trainee without first consulting the Coordinator in regard to such matter. The training agency does reserve the right to discharge the trainee for any reason which the organization cannot tolerate in regard to the actions of the trainee while in their employ.

The Coordinator agrees to hear complaints of all parties and to take the necessary action in reaching a suitable solution to such complaints. He also agrees to give the training needed to the best of his ability and according to facilities that are available.

STUDENT____

TNG. AGENCY____________________________COORDINATOR_________________________

COPIES TO: STUDENT
TRAINING AGENCY
OFFICE OF DIRECTOR OF COOPERATIVE EDUCATION & PLACEMENT
COORDINATOR'S FILE

STUDENT-TRAINEE WEEKLY PROGRESS REPORT

FOR THE

COOPERATIVE EDUCATION PROGRAM

The main purpose behind this form is to challenge the student to ever improve on his job. By filing such a report weekly, the student is reminded of new jobs learned, to realize he needs instruction if he is to render his most effective job, and to make an effort to improve in his job from week to week. It is important that he watch for signs that indicate that he is performing his job in a satisfactory manner and is gaining acceptance by fellow employees.

The student must be made to feel that his training station is an interesting place to work. If he is watchful, certain satisfactions can come from knowing of interesting incidents that happen at his place of work. Each week, he should feel that he enjoyed at least some phase of his on-the-job experience if his training is to prove valuable to him as the weeks pass.

This form will aid greatly in the student's developing a sense of loyalty toward his training station and the program. This feeling of loyalty is most important if the coordinator is to maintain an attitude among his students that will permit him to realize the objectives of his program. Such an attitude will cause the student to look for the positive factors related to his work and the program and to pay lesser attention to those factors which are just as well if overlooked by the student. Surely this can become a factor that can benefit the student greatly in later life.

COOP-10

SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

COOPERATIVE EDUCATION PROGRAM

STUDENT-TRAINEE WEEKLY PROGRESS REPORT

NAME_______________________________ ___________WEEK OF________________TO_______________

Number of days worked this week: ____ Total hours worked this week: ____

What new jobs did you learn this week: (List)

What phases of your work did you enjoy the most this week:

What helpful instructions did you receive that enabled you to do better on the job: (from supervisors, fellow-employees, customers, etc.)

What job activity did you have this week in which you feel you could do better the next time it becomes your responsibility:

What remarks were made to you this week that caused you to feel that you were performing acceptably on the job:

Cite some interesting incident that happened in your training station during the week: (This does not have to involve you.)

Do you have any information pertinent to your place of employment, or your job, that may be of importance to your Coordinator at this time:

What classroom instruction or activity this past week was the most helpful, meaningful, or interesting:

Any other comments you wish to make.

RETURN TO: MR. A. V. ABBOTT, DIRECTOR
COOPERATIVE EDUCATION & PLACEMENT
SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

COOPERATIVE EDUCATION PROGRAM
STUDENT-TRAINEE'S WEEKLY PROGRESS REPORT

REPORT______ WEEK DATING FROM ________________TO________________, 19__

NAME________________________________FIRM____________________________

SUPERVISOR__________________________DEPARTMENT______________________

DAY	JOBS AND DUTIES PERFORMED	HOURS ON JOB	WAGES PER HOUR	TOTAL WAGES EARNED
Mon.				
Tues.				
Wed.				
Thurs.				
Fri.				
Sat.				
Sun.				
	TOTAL			

What problems did you have this week during your training? You may use the back of this sheet for additional space. (This is CONFIDENTIAL).

Signed_____________________________

RETURN TO: MR. A. V. ABBOTT, DIRECTOR
COOPERATIVE EDUCATION & PLACEMENT
SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

COOPERATIVE EDUCATION PROGRAM

STUDENT-TRAINEE RATING SHEET

STUDENT-TRAINEE______________________________FIRM______________________________

RATED BY:______________________________________POSITION:_____________________________

JOB ATTITUDES

1. COOPERATION--ability to get along with others:

__Usually gets along with others

__Sometimes pulls against rather than works with others

__Cooperates willingly

__Is difficult to handle

2. INITIATIVE--tendency to go ahead:

__Does routine work acceptably

__Does work fairly well by himself

__Takes very little initiative, requires urging

__Looks for things to learn and do

3. COURTESY:

__Usually is polite

__Has been discourteous to public and staff

__Is not particularly courteous

__Is very courteous and very considerate of others

4. ATTITUDE TOWARD CRITICISM:

__Resents criticism

__Accepts criticism but does nothing about it

__Does not pay much attention to criticism

__Profits by suggestions

JOB PERFORMANCE

1. KNOWLEDGE OF JOB:

__Has learned necessary routine but needs supervision

__Needs little or no supervision

__Has not tried to learn

__Knows job well and shows desire to learn more

2. ACCURACY OF WORK:

__Is extremely careless

__Is as accurate as the average employee

__Is frequently inaccurate and careless

__Knows job well and shows desire to learn more

3. WORK ACCOMPLISHED:

__Works with average speed

__Is very slow

__Is slower than average

__Is fast and efficient

4. WORK HABITS:

__Wastes time occasionally

__Habitually wastes time

__Often wastes time

__Is industrious; keeps busy

5. ADAPTABILITY:

__Makes necessary adjustments after repeated instruction

__Is too slow in grasping ideas

__Does not adjust to changing situations

__Learns quickly

PERSONAL APPEARANCE

1. NEATNESS AND PERSONAL CARE:

__Should make effort to improve appearance

__Looks neat most of the time

__Is attractive and pleasing in appearance

__Often neglects appearance

ATTENDANCE AND PUNCTUALITY

1. ABSENCE:

__Frequently absent

__Rarely absent

__Never absent

2. TARDINESS:

__Frequently tardy

__Rarely tardy

__Never tardy

GENERAL COMMENTS ABOUT THE STUDENT-TRAINEE:

RETURN TO: MR. A. V. ABBOTT, DIRECTOR
COOPERATIVE EDUCATION & PLACEMENT
SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

EMPLOYER RATING FORM

FOR THE

COOPERATIVE EDUCATION PROGRAM

This form provides the coordinator with much information to be used in his individual counseling with the student as to his strengths and weaknesses, and aids in determining what special study or work is needed for the student to improve himself on the job. The completed form quickly gives the student a comprehensive idea of how well he is performing on the job. He is able to determine qualities in which he is weak and then to take steps to overcome such and to strengthen himself. He will also recognize those qualities which are to his advantage and tend to make even greater use of such qualities.

This form should be fully explained to the students during the classroom orientation at the start of the school year. Through this method, a standard of job performance is drawn to the student's attention causing him to perform in a more satisfactory manner than what would otherwise be probable. With the students knowing the qualities on which they will be rated by their employers and job-supervisors, they make a greater effort to work for a satisfactory rating. This method does much to challenge the student to render greater service and to reach acceptable performance standards throughout the year. Because of this, work habits are formed that might otherwise be overlooked. With all students being aware of the qualities on which they are checked, there is a great tendency of students giving personal help to one another.

COOP-13

COOPERATIVE EDUCATION PROGRAM

RATING FORM

TO: DATE____________________

FROM:____________________________
OFFICE OF COOPERATIVE EDUCATION & PLACEMENT
SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

Please complete the following check sheets on:

Name:____________________________

Dept:____________________________

General Comments: (Please make a general comment about the student)

Person to make the rating:

Name____________________________

Title____________________________

Firm____________________________

Address____________________________

____

RETURN TO: MR. A. V. ABBOTT, DIRECTOR
COOPERATIVE EDUCATION & PLACEMENT
SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

RATINGS:
5 - Superior
4 - Above Average
3 - Average
2 - Below Average
1 - Unsatisfactory

QUALITIES TO BE RATED	1	2	3	4	5
Ability to get along with others					
Ability to work under pressure					
Alertness					
Attitude toward job					
Cheerfulness and Friendliness					
Courtesy					
Expression of Ideas					
Following Instructions					
Honesty					
Initiative					
Intelligence					
Looking person in the eye					
Mathematical Ability					
Maturity					
Observation					
Patience					
Penmanship					
Personal Appearance and Grooming					
Poise					
Punctuality					
Self-confidence					
Sense of Humor					
Sincerity					
Tact and Dirplomacy					
Use of good English					
Voice qualities					
OTHER:					

1 - None
3 - Some
5 - Many

LIABILITIES TO BE RATED	1	3	5
Annoying mannerisms			
Familiarity			
Giving Excuses			
Indifference			
Jealousy			
Procrastination (to put off from day to day; to defer; postpone)			
Rudeness			
Tendency to Argue			
Tendency to Complain			

QUALITIES ____________________ Minus LIABILITIES ________________ Equals VALUE ____

EMPLOYMENT RECORD

FOR THE

COOPERATIVE EDUCATION PROGRAM

It is important that every student in Cooperative Education realize the importance of keeping accurate records and how to get the greatest value from his earnings. This form makes it necessary for the student to record pertinent information as it relates to his employment and earnings. As the student sees his total pay increase, it soon brings a realization as to the amount of money he is earning under the program and causes him to compare these earnings to that which he has actually saved.

The information available from this form is often a convenience to the coordinator when it becomes necessary to complete various reports that may be requested of him. The information will prove helpful when talking about the program to other teachers, counselors, and interested groups. The form provides the coordinator much information relative to earnings possible under the program.

COOP 14

SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

EMPLOYMENT RECORD

COOPERATIVE EDUCATION PROGRAM

____Semester

ame______________________________ AGE________ Employing Firm______________________ Manager____________

ersonnel Director__________________________ Work Supervisor______________________ Soc. Sec. No.______

Week of	Hours Worked	Hourly Pay	Total Pay Earned	Gross Pay to Date	Pay Period		Gross Wages	Bonus	Deductions			Net Pay Received
					From	To			Taxes	FICA	Other	
TOTAL												

COOP 15

COOPERATIVE EDUCATION PROGRAM

YEAR-END TRAINING REPORT
(PROFILE OF WHAT OCCURRED)

A. Title of your present job: ____________________

B. Description of your job: (See Dictionary of Occupational Titles):

____
____
____
____
____

C. Name and address of training station: ____________________
____________________ Phone: ____________________

D. Name of job sponsor or supervisor: ____________________

E. Your career objective at this time: ____________________

F. Areas of experience and training obtained during the school year:
1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

G. Detail or outline of experience and training obtained:

	Little	Ave.	Much
1.			
A.			
B.			
C.			
D.			
E.			
2.			
A.			
B.			
C.			
D.			
E.			
3.			
A.			
B.			
C.			
D.			
E.			
4.			
A.			
B.			
C.			
D.			
E.			

YEAR-END TRAINING REPORT PAGE 2

	Little	Ave.	Much
5. ____________	____	____	____
A. ____________	____	____	____
B. ____________	____	____	____
C. ____________	____	____	____
D. ____________	____	____	____
E. ____________	____	____	____
6. ____________	____	____	____
A. ____________	____	____	____
B. ____________	____	____	____
C. ____________	____	____	____
D. ____________	____	____	____
E. ____________	____	____	____
7. ____________	____	____	____
A. ____________	____	____	____
B. ____________	____	____	____
C. ____________	____	____	____
D. ____________	____	____	____
E. ____________	____	____	____
8. ____________	____	____	____
A. ____________	____	____	____
B. ____________	____	____	____
C. ____________	____	____	____
D. ____________	____	____	____
E. ____________	____	____	____

Summary of Duty Time and Earnings for the Year

Total hours worked ____________

Total earnings for the year ____________

Total deductions ____________

Net earnings for the year ____________

Savings for the year ____________

Name: ____________

Address: ____________

City and State: ____________

Phone: ____________

Freshman: ____________ (or) Sophomore: ____________

RETURN TO: MR. A. V. ABBOTT, DIRECTOR
COOPERATIVE EDUCATION & PLACEMENT
SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

COOP-16

COOPERATIVE EDUCATION PROGRAM

SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

CURRICULUM WORKSHEET

Student______________________________________Date_______________________________

Address______________________________________Advisor____________________________

Previous College______________________________Graduation Date____________________

COURSE AND NUMBER	HRS.	GRADE		TO BE COMPLETED	NOTES
		TRANS	SFCC		

Curriculum Worksheet (Continued)

QUARTER	HOURS TAKEN TOTAL	HOURS PASSED TOTAL	GRADE POINT AVERAGE
1			
2			
3			
4			
5			
6			
7			
8			

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 4 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

COOP-17

SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA 32601

COOPERATIVE EDUCATION PROGRAM

Coordinator Visitation Report

Student-Trainee____

Training Agency____

Address____

Job Supervisor____

Date of Visitation_______________________________________

Employer's comments or problems:

Job Supervisor's comments or problems:

Student-Trainee's comments or problems:

Joint conference (Student-Trainee, Job Supervisor, Employer) Underline those present. Discussion and solutions.

Coordinator's comments and recommendations:

Additional information:

Coordinator and/or Instructor__________________________________